

PERSONAL COLUMN

During recent weeks, along with thousands of children, I've been watching sexual intercourse on television. The programme was Dennis Potter's *The Singing Detective*, a major television drama of the highest quality.

Do we really understand how such spectacular images affect young people? Certainly almost every enlightened moral thinker before the television age would have been amazed and shocked by explicit sex scenes now seen regularly in every home.

The Singing Detective combines four stories in one, moving rapidly and disturbingly between them. Philip Marlow, a writer of pulp fiction, lies in hospital with his skin red and flaking from psoriasis, a psychosomatic illness. He recalls the events which provoked his neurotic disgust for women and sex. As a boy hidden in the branches of a tree, he watched his mother committing adultery - "shagging", as he calls it. These scenes are interwoven with material from Marlow's novel, "The Singing Detective", which reflects his obsession with sexual murder. We're also shown his fantasies about his divorced wife who, like his mother, betrayed him.

The newspapers responded with extremes of vituperation and praise. *The Daily Telegraph* called it a "diseased drama by an unhappy, unhealthy man". The tabloid press expressed their usual self-righteous indignation in huge headlines. *The Times* considered the hospital scenes "the most memorable TV image of 1986".

Dennis Potter is an angry moralist denouncing the world (particularly nurses and school teachers) with a venom that recalls Swift. *The Singing Detective* is a work of television art of considerable brilliance, and I don't object to it being shown to adults. When I found students in my seminar on T S Eliot had been watching, I found it useful to compare the narrative technique and sexual disgust with similar features in *The Waste Land*. I wouldn't object to the introduction of the same kind of material to sixth-formers.

But should younger children watch such highly charged, sensational drama? *Popular TV and School Children*, published in 1983, indicated that children aged between 5 and 14 spend an average of 23 hours per week



BRIAN COX

Innocent witness

'There is a strong case for censorship of bed and sex scenes on television'

viewing television. In spite of televised warnings, large numbers are still watching programmes after 9.00pm such as *The Singing Detective*.

I recall one of my teachers telling how after she read *Jude the Obscure* at the age of 13 she was troubled by nightmares for years afterwards. Will not Dennis Potter's drama affect sensitive young children in the same way?

In *The Singing Detective*, the imagination of Philip Marlow when a boy is sickened by the sight of his mother apparently being hurt by her lover. Hundreds of children were offered a comparable experience which presumably many of them only partly understood. While Dennis Potter was dramatizing the sense of disgust that ruined Marlow's life, he may have been creating the same problem for the watching children.

I found the final episode sentimental. Marlow is cured by his psychiatrist in the classic Freudian manner by recognizing the source of his own neurosis. But the earlier episodes were singularly lacking in hope and in any sense of tenderness. This is my main objection to the series. It is also true that it's difficult to portray sexual intimacies on film. Simulation of intercourse usually appears ugly, for however beautiful the climax may seem to the participants, the physical act looks very different to a voyeur.

The naïveté of Mrs Whitehouse's cam-

paigns has made it difficult to support an intelligent case for limited forms of censorship. She has never understood that what matters in the treatment of sex in book or film is the moral attitude of the author. At 5.15pm on Boxing Day thousands of children must have been watching the Bond film, *The Spy Who Loved Me*. This begins with both main characters enjoying promiscuous sex in a context which presents this as admirable and amusing.

The attacks in the past on this kind of decadence, by F R Leavis or Richard Hoggart, for example, have lost their force as we have become conditioned to such spectacles. I'm anxious myself not to seem a prude, and a fear of taking a moral stance is now common. I should like to hear more from teachers about the moral effects of television on children.

And the situation may get worse. I'm worried by right-wing Conservatives who want to apply market forces to the media. In autumn last year, I spent some time in California. I like to joke that I prefer American to British television because standards in the United States are so low there's no temptation to watch. But millions do watch the perpetual soap operas and giveaway shows, and these are interrupted by adverts far more often than in this country. Proposals to reduce the power of the BBC make me angry, for these could do incalcul-

able harm to education. On all these there are still so many words. The influence of the BBC was limited, and forces would inevitably drive us towards programmes more in the American style.

But what about controversial TV drama such as *The Singing Detective*? There's a strong case for censorship of bed and sex scenes which may be watched by children. The young Marlow's shock could have been registered just as powerfully without a sight of explicit sexual activity.

We also need more campaigns to persuade parents to fix strict rules for their children about times for TV watching, not easy, but I'd like more efforts, particularly by famous people, to persuade parents that no child under 14 should watch at 9.00pm.

I also wonder whether TV, with reliance on images more than words, ever rival literature as an art form. As a teacher of English, I react to low standards on television by reminding myself that children achieve personal growth through appreciation of great literature. When young people prefer to read Jane Austen or Dickens or D H Lawrence rather than watch James Bond, then the English teacher has won. That such a choice seems inherently unlikely for most pupils demonstrates the magnitude of the task.

NEXT WEEK

The emperor's clothes
Is there less to the national curriculum with minimum standards than meets the eye?

Profile of Paddy Ashdown
New Alliance spokesman on education

Opera on camera
Patrick Carnegie on the emergence of a new "people's art"

Control technology
Mike Sharp on new Lego systems

NOTICEBOARD

PEOPLE...

Dr George Tolley, until recently acting chief executive of the National Council for Vocational Awards and formerly chief officer for the Review of Vocational Qualifications, to be chairman of the Advisory Board of the Pitman Examinations Institute.

Mr Robin Gill, a former chairman of ITN, and Mrs Jacqueline Thwaites, principal of the Guildford School of Design, have been appointed to the Visiting committees for the Royal College of Art.

Mr Geoffrey Hubbard, former director of the Council for Educational Technology, has received the Brynmor-Jones Award for distinguished service to the progress of educational technology. The presentation was made by Mr Peter McNaught, principal of Craigie College of Education, Ayr, a previous holder of the award.

CONFERENCES...

January 24
The effect of loss on learning - National Association of Teacher Trainers and Teachers in Multicultural Settings conference at Isledon Teachers' Centre, Blackstock Road, London N4. Details from Giff Eastaugh on 01-979 6542.

February 10 and 11
Signa - a process-based approach to teacher review and staff development - a two-day conference to introduce the SIGMA concept and its role in increasing professional effectiveness at the Wytheville Hotel, Stroud. SIGMA (self-initiated group-

managed action) is an approach to staff review which encourages teachers' active participation in staff development. Conference leaders: John Elliott-Kemp and Barry West. Fee £50 (non-residential), £100 (residential). Details from Paddy Publications, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BL.

February 24, March 11, 24
Three seminars convened by Brunel University Educational Policy Centre on judicial review and consultation in education (February 24); Managing the education service: forward from Widdicombe (March 11); and Local government education finance (March 24). The seminars will be held at the university and the fees will be £150, £98 and £98 respectively. Details from Mrs S Harris, Department of Government, Brunel University, Uxbridge, Middlesex.

COURSES...

From January 27
Green politics: a 10-week evening course from 6pm to 8.45pm at the Department of Sociology, City of London Polytechnic, Old Castle Street, London E1. Fee £15 (£1 for unwaged living within the LEA).

March 4-6
Changing patterns of care in education: a course for care co-ordinators and other senior care staff for day or residential schools where there are children with special needs at Castle Priory College, Thames Street, Winchester. Details from OX10 0HE. Fee £47 tuition, £42

residence, £15 non-residence. March 7
Evaluation studies - an examination of the various targets of educational evaluation, its aims and methods, led by Mr Tim Brighouse, chief education officer, Oxfordshire, at Heron Court, Cambridge. Details from Eastern Region Course Secretary, College of Preceptors, Woodland View, Lower Road, Holme Hale, Theford, Norfolk IP26 7ES. Please enclose a stamped addressed envelope not less than 22 cms by 10 cms.

March 16-20
Appraise your assets: activate your response: a participatory workshop for teachers at Madingley Hall, Cambridge. Course tutors: John Powell and Mark Wilde. Fee £155. Application forms from the Director, University of Cambridge Board of Extra-Mural Studies, Madingley Hall, Madingley, Cambridge CB3 8AQ.

EVENTS...

January 17 and 18
A talk on English Art Nouveau at 5pm in the Gallery Museum's Edwardian Room with stencilling workshops from 10am-12.30pm and 2pm-4pm (January 17). On Sunday there will be a talk on arts and crafts stencilling at 3pm. Details from the Education Department, Kingsley Road, London E2.

January 18-24
The young playwrights festival: the Theatre Royal Stratford East and the Tom Allen Centre for Writers between the ages of 16 and 24. Workshops and different levels of performance writing and the use of language will be led by the

festival's own professional company, visiting writers, directors and actors, script surrogates will be held on a one-to-one basis, and there will be a series of performances at the Tom Allen Centre. Fee: full week £15 (£10 concessions); per day £3 (£2 concessions). Details from the Festival Box Office, Theatre Royal, Stratford East, Garry Raffles Square, London E15 1BN.

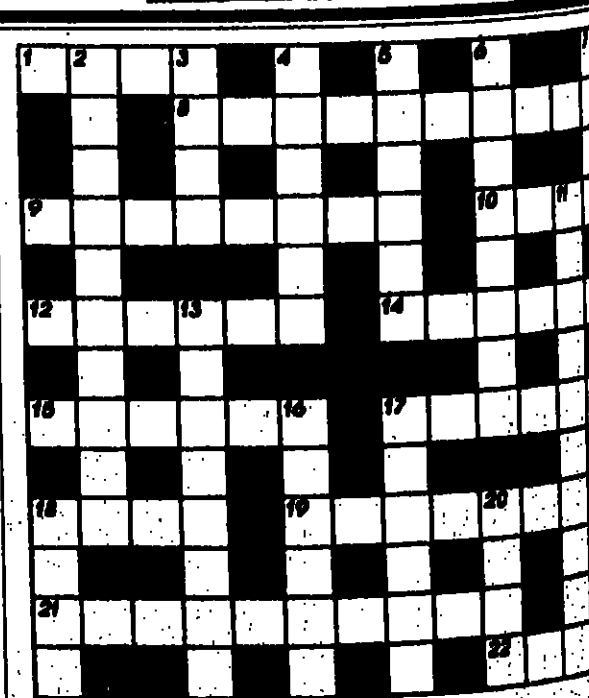
January 21
Tom Sharpe will discuss his novels and meet the audience at a lecture at the Royal Over-Seas League, Over-Seas House, Park Place, St James's Street, London SW1 at 7pm. Entrance £1.50.

January 22
Recruitment day for black library workers at the Commonwealth Institute to bring together library employers, library schools, library and information organizations, specialist publishers and booksellers, career advisers, officers, black school leavers and others from the black community interested in library and information work. Details from the library services, Commonwealth Institute, Kensington High Street, London W8 6NQ.

COMPETITIONS...

Heartbeat: a Hampshire-based charity in aid of the Wessex cardiac unit, will award a computer to the school that raises the most money for the appeal during the spring term, 1987. Schools will be grouped according to size. Entry forms and competition rules from: Mrs Jane Ross, Heartbeat, 5 East Street, Alresford, Hants SO24 5EE.

No 288 CROSSWORD by R. L.



Across

- Cape familiar to the mariner? (4)
- They manipulate people to their advantage (10)
- Secret American resort (2, 6)
- Gave someone their due (5)
- Holiday resort (6)
- Three times they initially faced new grief (6)
- Where the business stands about in case (6)
- Mean to silence a mediator? (6)
- A case for sevens (4)
- Uniformed footmen (6)
- I'm sorry for refusing to acknowledge

Down

- Everyone knows it begins with the dissolution of Cicero (4)
- New star seen up river (4)
- Emphasize it maybe caused by overworking (6)
- Archaeologist breaking into stolen Tasmanian capital (6)
- Drive a sampling convertible (8)
- Went under American name (4)
- I'll repeat what has been said for those unable to read (10)

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Prisoner barred from taking O level

by Jeremy Sutcliffe

An inmate of one of Britain's newest prisons was moved to another prison without warning on the day he was due to sit a sociology O level examination.

The prisoner, one of three O level sociology candidates at Lindholme Prison, Doncaster, was prevented from sitting the examination as a result of the move.

His case emerged this week at a House of Commons Select Committee which is examining prison education. MPs heard evidence from the two main local authority associations of how a shortage of prison officers, bureaucratic inefficiency and lack of resources was affecting prison students.

Mr Pat Mullany, a member of the Association of Metropolitan Authorities' education committee and chairman of Doncaster's education committee, said the Lindholme case was one of the most insensitive incidents he had ever heard of.

Mr Mullany, a Rotherham teacher, was told of the prisoner's dilemma during a visit to the low security men's prison last December. His visit with a senior AMA education officer was arranged to enable them to gather evidence for the Select Committee.

The one-year-old prison, one of the institutions ordered by the Government to meet the growing prison population, deals with up to 300 prison students a day.

The 10 full-time and 43 part-time teachers were praised for their commitment and stimulating teaching by Mr Mullany. But their work was impeded by "excessively complex bureaucratic procedures" which often led to long delays before equipment reached the prison, he said.

Both the AMA and the Association of County Councils, which also gave evidence to the Committee, have called for statutory powers, backed by adequate resources, to provide education for all prisoners who want it.

At present, i.e.s. have only "permissive" powers to provide a service in prisons. Many prisoners consequently have no access to educational opportunities.

A Home Office spokesman said the Lindholme prisoner was living separately for his own protection and at his request, under Home Office prison regulations Rule 43, which is designed to protect prisoners from intimidation. This had caused difficulties and had led to the move. He had not asked to be moved to another prison.

"It is likely that he would have been moved at short notice as soon as arrangements had been made," he said.

Two years ago *The TES* reported that prisoners were starting Open University courses only to find that they had to abandon them sometimes after years of study - when they were moved to other prisons.



Telling tales: Grace Hallworth entertains a young audience during the week-long Storytelling Festival at the Watermans Arts Centre in Brentford, West London, which has attracted participants from all over the world. The festival will be reviewed in *The TES* next week.

Way open to fill vacancies with Scottish and overseas staff

Burnham lifts legal block to recruitment

by James Melkie

A legal hitch preventing the recruitment of teachers from Scotland and overseas to offset staff shortages has been removed by teachers' and employers' negotiators.

In one of its swansong acts, the Burnham Committee - the teachers' pay bargaining body - has changed the regulations governing salaries to make it easier to attract overseas teachers. Local education authorities had been told in a recent legal judgment that they could not employ staff trained outside England and Wales on full Burnham rates until the recruit had been granted full official qualified teacher status by the Department of Education and Science. The process can take months as officials make detailed checks on individuals' past training and experience.

This ruled out the practice of some employers promising these teachers the same pay as other staff - in anticipation of official recognition. Instead, newcomers to the English system faced payment either as an unqualified teacher or on a basis that did not take full account of experience teaching in other countries.

falling school rolls, closures and amalgamations, would be abandoned.

A DES spokesman said: "We won't worsen teachers' conditions. There are no plans to change. Reserved salaries will remain."

Providing they do not unnecessarily turn down alternative posts, teachers taking a technically lower-paid job under redeployment are guaranteed payment at their old salaries. Subsequent pay rises are made as if the teachers still held their former posts. This system is seen as particularly important at a time of widespread school reorganization across the country - a recompense for staff being forced to take lower-status jobs. Its removal would have provided extra hurdles in making often strongly-opposed changes.

The Educational Institute of Scotland, the biggest union north of the Border, effectively signalled the end of the long-running dispute there by voting 72 per cent in favour of a negotiated deal acceptable to the Government. The package proposes a maximum of £13,000 for classroom teachers by October 1988.

Critics of the society's leadership say that it is too much of an "establishment body" and that its hierarchical structure discriminates against women and junior officers.

One second-tier officer said this week that the society must "stop selling itself as a superior gentlemen's club".

He claimed that the choice of the Royal Overseas-League in London as the venue for annual meetings was "indicative of the hidden curriculum of the society".

Another young assistant education officer for an outer London borough said that many members were "wary" about criticizing the leadership "because it could damage our job prospects".

In a private session closed to the press, Mr Dennis Hatfield, chief education officer for Trafford, and this year's SEO, president, will acknowledge that there are differences within the society. He will urge members to close ranks and form a "united family" so that the society can effectively lobby the Government on behalf of local government.

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EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

A bit of ginger for the SEO

The affairs of the Society of Education Officers have become a great deal more interesting since the emergence of a ginger group of younger education officers. The Young Turks are rebelling in part against the hierarchical nature of a professional body in which chief officers inevitably carry more clout than their less elevated colleagues.

There is nothing new in this. The education officers have run through a number of organizations in recent years. Before the war there was the Association of Directors and Secretaries. Then came the Association of Education Officers from which the chief officers split to form the Association of Chief Education Officers before unity was again restored with the creation of the SEO. There is always going to be tension in a professional body in which the bosses rub shoulders with the other ranks.

Women education officers, of whom there are few but more than there used to be, resent the male domination of the profession, and the style of operation and cast of mind which goes with this. The Young Turks believe this is something the society could and should do something about. The traditionalists, on the other hand, tend to believe that the scarcity of women education officers is not the society's fault and, while welcoming an increase in their number, reckon that the moves of the SEO can be left to look after themselves.

Other complaints focus on the club-like stuffiness which many of its senior members find rather attractive, but which is anathema to self-conscious Young Turks. The SEO does tend to be dominated by the CEOs, as, say, the RIBA tends

to be run by the senior principals in architectural practices. Now there is a disposition to question this. Why should not the president come from the ranks? Jim Hogan and Ted Littlecot were two distinguished presidents of the old AEO. Of course one has only to quote these two examples, to recall that they were both what might be called "honorary chiefs" and represented the élite tradition just as much as the chief officers. But now the SEO presidency is chosen by direct election anything is possible.

One suggested reform would be to open the membership up to people concerned with educational administration in the wider sense, and, by extending the recruitment, to increase the number of subscriptions and the resources of the society. Then, it is said, the SEO could offer a much more comprehensive range of services to members. The centre of gravity of the organization would shift and a lot of the toffee-nosed custom and practice would be automatically sloughed off. But at the same time the essence of the present society – its common professional activity – would be diluted.

One recurring plea is for the SEO to take a far more aggressive public stance – issue headline-catching comments on the passing scene, as David Hart and Fred Jarvis do. There is undoubtedly a need for a clearer and more immediate voice for education in local government – the voice which has been missing since the demise of the Association of Education Committees (to which Dennis Hatfield made a pointed reference in his SEO presidential bid, but there are always going to be limits to the society's ability to go out on a limb criticizing either the local authorities or the

Government. The politicization of education has already gone too far to allow the professionals *carte blanche*. If they really want to take the bull by the horns, SEO members would have to increase their subscriptions and employ a full-time general secretary (not a retired CEO – a youngster in his/her forties before his/her first coronary) who would need a free hand. Then the SEO would get quoted in the press and on the telly. Of course it would be embarrassing when he/she went beyond the executive committee's more considered view. To cut a dash in the media the SEO needs a professional spokesperson who comes to be thought of as the embodiment of local education – a strong personality who can hold his or her own in the media debate.

On a quite different tack, perhaps the time has come to consider once again turning the SEO into a professional validating institution. Dennis Hatfield referred to the danger that the office of CEO might be politicized by authorities. Currently it is those on the left which seem to offer the more obvious threat, but any political extremist group might think they must at all costs have officers who share their political convictions. One remedy for this would be to emphasize the professionalism of the educational administrator – to change the SEO, say, into an Institute of Educational Administration with associate members and fellows and a ladder of examinations for aspiring administrators to climb in pursuit of professional advancement.

There is now a much greater willingness to acknowledge the body of expertise relating to administration – and education – which an education officer now needs to master – the

theoretical basis on which to build his personal experience. More and more courses on educational administration are being started in universities. An increasing number of those in the ranks of the profession have undertaken a course of this kind.

It has always been regarded as one of the responsibilities of good CEOs to attend to the professional development of their staff. In the days when there were giants in the land, like Martin Wilson, Alec Clegg, Lionel Russell, Gordon Bessey, stood out as trainers of others who went on to top jobs elsewhere. Of course there was a bit of the old boy network about this – one of the characteristics of the old regime which particularly offends those whom Hatfield described as being of Ottoman extraction. Now there is a strong and growing case for a more ordered form of professional training and for it to be firmly under the control of the professionals.

This must be a more profitable line of discussion than for the SEO to become a mouthpiece for rank and file. Quite apart from anything else it might even put the finances on a firm base.

No doubt the undercurrent of dissent will be muted at the meeting in London this week. There will be a natural reluctance to voice criticisms in public which might backfire at some future job interview. The SEO is an important body with great deal to contribute if and when we rethink the kind of government which acknowledges that anything anybody else says can have some value. It is important that it should hold together and gather strength from its present soul-searching. The education service has a lot to gain or to lose depending on the result.

COMMENT

'Advisory, temporary'

Next week, the House of Lords will resume its consideration of the amendments to the Teachers' Pay and Conditions Bill. It is at the Committee Stage that the House has in recent years been at its most mischievous. Is there any chance that their Lordships might once again upset the Government's apple cart on this iniquitous Bill?

Judging from the Second Reading debate – which was of the high standard which is to be expected from the Upper House – it looks as if there are few out-and-out opponents of the Bill, apart from the Labour spokesman whose job it was to repeat the arguments already rehearsed in the House of Commons by Mr Radice and his colleagues.

The case for the ending of Burnham was acknowledged on all sides and there were obviously widespread doubts about the Nottingham pay formula. The amendments will focus on the composition of the interim committee which will advise the Secretary of State, and on the fear that what is proposed as an interim measure could all too easily turn out to be a permanent structure. (Schools which have had experience of temporary classrooms know just how permanent "temporary" can be.)

The Government has recognized the force of this anxiety and proposes to amend the Bill to require both Houses of Parliament to pass an affirmative resolution if the Act is to be extended beyond its present expiry date of March 1990. This will no doubt be seen as a step in the right direction, but a very small step. Indeed, by providing this apparently respectable "escape clause", the Government seems to be making an extension even more likely. The wise thing would be to follow the example of the Education Act of 1980 and substitute a firm terminal date this side

of 1990. In order to get ministers, employers and teachers to hammer out a new negotiating body which gives proper recognition to all the interests involved.

The proposition that teachers are too fractious to take part in their own salary discussions is patently absurd. A genuinely independent pay review body might have merit, especially if it were incorporated in a no-strike agreement. But to put teachers' pay in the hands of the minister absolutely (or subject only to an affirmative vote of both Houses) is not something which any teacher could reasonably be expected to accept, not even one with the trust of true-blue credentials. Power given to a Conservative Secretary of State is power given to his successors of whatever party.

One reason why any sensible teacher would reject such an arrangement is because there can be no confidence that teachers will get decently treated when government priorities are for holding down public expenditure – that is in almost any year which doesn't happen to be an election year. The proof of this can be seen in what has happened to the pay of university teachers, who have done even worse than schoolteachers simply because the money bags from which their salaries are paid are more closely controlled by the Government than those of local authorities.

What has happened in the universities is a scandal of the first order, driving scores of able and ambitious scholars abroad in search of a less restrictive environment in which to work, and the decent salaries which are denied them here. At the same time, the Government is failing to sustain British scientific research with the resources needed to keep up with countries which were behind us but have now overtaken us.

Professor Bernard Williams, the Provost of King's College, Cambridge, is the latest distinguished recruit to the brain drain. (Platform, page 7). He is bound for a state university in the



United States – not one of the Ivy League private institutions, but a great university dependent on the taxes raised by the State of California. Berkeley owes its prestige and heavyweight quality to the fact that members of the California state legislature have always taken an enormous pride in having one of the best universities in the world on their pay-roll, and not even Ronald Reagan when he was Governor could prevent the Regents from looking to their responsibilities. It is a sorry day when a front-rank philosopher leaves Cambridge and England because the political and economic climate has ceased to be conducive to serious work and because he has got fed up with fighting endless battles just to prevent things from getting even worse.

These matters may not be in the forefront of their Lordships' minds when they debate the Teachers' Pay and Conditions Bill, but perhaps they should be. If this Bill goes through it is going to be harder for teachers to get a square deal: not immediately perhaps, but within a few years the good hand of ministerial control will be felt. No minister should be trusted with the power Mr Baker is asking for. The flight of good people from the schools will be hastened by this misguided measure, unless the House of Lords stops the bill.

Compare and contrast

The temptation to make telling comparisons between curriculum arrangements in this country and its national neighbours and rivals is not confined to any one political party. Although the Secretary of State seems currently to be cornering the market in praise of the tidy national curricula laid down to such good effect in France, West Germany, and Japan, Neil Kinnock has admitted in his time to wistful inclinations to Napoleonic control, watch in hand. Indeed, few of us can have returned from foreign parts without a tale to tell of how much better planning, or diversity, is ordered in Denmark, New York, or Wagga Wagga.

Now it is the turn (page 14) of Mrs Angela Rumbold, Minister of State at the Department of Education, to jet off to Tokyo on a purposeful fact-finding mission. The DES has not been noted for its outward-looking approach in recent years, so it is in the first place good news that someone up there thinks we might have something to learn from looking at other systems in education. It is also good news that Mrs Rumbold is not one of those who would rather

more elusive, what is transferable. Since Mrs Rumbold is a shrewd and practical educationist, she can be relied on to retain her native scepticism. Every country develops systems to suit its own national characteristics.

As Barbara Cassano points out, homogeneity is a fundamental characteristic of Japanese society: it is attempts to introduce flexibility into curriculum development which run into heavy weather there. Similar points are easy to make about French logic and respect for culture, the American open society, or the German devotion to order.

It is also useful to keep other factors firmly in mind. One is the natural tendency of policy-makers to select from research only the messages they want to receive. HMIs returned deeply impressed from Germany last year to report on a successful system based on broadly accepted curricular and assessment guidelines, but they qualified admiration with the warning that effective (and low-cost) teacher assessment was carried out by expensively trained and well-paid teachers, working in well-maintained buildings, teaching in curricula in which much time, money and effort had been invested.

Another factor is the way a society divides its expectations between school, family and industry. The inspectors also remarked on the leading and responsible role that German industry plays in training: a story that Mrs Rumbold will inevitably find repeated in Japan. Will that plot be deliciously transferable too?

Whatever lessons are learned from ministerial missions abroad, it will be surprising if our own national curriculum loses its eclectic character.

Each of the four assessed skills is to be marked 0, 1, 2, 3, 4, or 5. The total marks rounded to the nearest whole number will form the teacher assessment for that candidate.

NEWS



Exam board puts borderline review on video

by Ian Nash

Three videos to be launched next week highlight the need for careful re-marking of examination papers from A level GCE candidates who fall into the borderline between grades.

The series, titled *The Examiner Examined*, is a detailed account of the Joint Matriculation Board's operations. It sheds new light on the controversy about the role of borderline marking reviews, revealed in *The TES* last week. Two boards with no such review were criticized in *The TES* by former exam scrutineers for the Secondary Examinations Council who found that for discrepancies unnoticed by boards. The SEC has no specific policy but some committees expressed similar concern that candidates may be unfairly penalized by the lack of a review. The boards mentioned were the London Regional and Associated Examining, who said their "more effective" methods precluded the need for a review. The AEB is part of the Southern Examining Group and not the Southern Regional Examining Board as reported.

The videos show how a shortfall of 0.5 per cent in marks can lead to 1 in 50 candidates losing out by a grade. Elsewhere, the examiners are asked to mark the same piece of work as one another. Marks given varied from 16 to 24 out of 25.

Mr Colin Vickerman, the JMB's secretary, stresses the need for a borderline review. "It is a positive exercise. Our concern is to upgrade scripts where justified," he says.

Pre-launch trials in schools have exposed greater cause for concern. They showed how little information is given by many boards to teachers and candidates. Some teachers, themselves examiners, expressed surprise at how much assistance the JMB gave.

More interesting, however, were the reactions of sixth formers who studied the videos, said Mr Maurice Plaskow, a director of the series and a former curriculum officer for the Schools' Council.

They felt all sixth formers should see it, particularly those whose teachers were not involved in A level marking. They had only the teachers' word about the type of quality and what it was examiners were looking for otherwise.

In 1985, the team of educational media consultants was allowed to record the JMB's entire marking procedure in Manchester. No restrictions were placed on them and the material was not censored by the JMB council. The videos include previously confidential mark schemes which boards are reluctant to publish, even after the examinations, for fear of teachers quibbling over their interpretation. Support material includes copies of examination essays and other private papers.

Mr Plaskow said: "None of the other boards is as open as the JMB. I am sure some of the boards will get a bit jittery when they realize that the JMB has blown the gaff."

The board allowed an inside view of the regular meetings for all examiners aimed at setting the marking criteria and eliminating inconsistencies arising from personal judgements – such as those which led to an eight-point spread in marks for the same answer. Work progresses through all stages to the borderline review, when every script up to three AEB/O is remarked by an expanded team of examiners. Most boards with reviews only remark the first two grades mentioned.

The series finishes with a long interview with Mr Vickerman, who speaks frankly about the issues raised, the role of A levels, and the need for reforms in the light of the GCSE.

The Examiner Examined – A Study of A level Marking is available from Focus in Education, 65 High Street, Hampton Hill, Middlesex TW12 1NH, £77.51 (including VAT).

English inquiry team named

By Sue Surkes

Poets, journalists, academics and employers are among the members of the Education Secretary's high-level committee of inquiry into the teaching of English, it was announced this week. They include Professor Brian Cox, John Edward Taylor professor of English literature at the University of Manchester; Professor Henry Widdowson, professor of education and head of English for speakers of other languages at the University of London Institute of Education; Mr Robert Robinson, writer and broadcaster; and Mr Keith Waterhouse, journalist, novelist and playwright.

As revealed in last week's *TES*, the committee will be chaired by Sir John Kingman, a distinguished statistician and the vice-chancellor of Bristol University. It will start work shortly and is expected to report within a year. The committee's terms of reference

will include advising on a model of the language, spoken and written, for training teachers to understand how it is used; and drawing up principles to help teachers make the model explicit to pupils.

Mr Kenneth Baker, the Education Secretary, said: "Pupils need to know about the workings of the English language if they are to use it effectively. There is no common ground on teaching about the structure and workings of the language, about the way it is used to convey meaning and achieve other effects. We need to equip teachers with a proper model of the language to help improve their teaching."

The other committee members are: Professor Gillian Brown, professor of linguistics and dean of the School of Social Studies at Essex University; Mrs

Antonia Byatt, writer, broadcaster and former senior lecturer in English at University College, London; Mr Leonard Ellis, senior lecturer in education at North Riding College and a former primary school head; Mr Patrick Cavanagh, poet, novelist and author of children's books; Mr Richard Knott, general adviser with responsibility for English and drama at Berkshire I.C.S.; Mrs Pramila Le Hunte, head of English at the North London Collegiate School; Professor Peter Levi, professor of poetry at Oxford University and a fellow of St Catherine's College; Miss Patricia Mann, head of external affairs at the J Walter Thompson Group and editor of *Consumer Affairs*; Mrs Jeanne Strickland, head of English at Camden school for girls; Dr Charles Suckling, chairman of Bradbury Suckling and Partners, scientific consultants.

Brent's third time of asking

by Barry Huggill

Council officers in Brent this week were drafting – for the third time – a job advertisement for the post of director of education.

Offering a salary in the region of £33,000, the job is vacant following the departure in quick succession of the three most senior education officers. The first advert last autumn was withdrawn and interviews abandoned when it was discovered that the severely anti-racist council had not followed its own equal opportunity guidelines.

Second time around the advert caused ripples among the Society of Education Officers. Exception was taken to the plea in the advert that "job-sharers, lesbians and gay men" apply.

Sir Roy Harding, the SEO general secretary, wrote to the DES pointing out that CEOs are a hard pushed lot with a job that can hardly be shared.

He did not, as some newspapers have reported, query the reference to lesbians and gay men.

Yet despite the salary – it was a mere £30,000 then – and the extensive advertising, the response was poor. Not one education officer with proven administrative experience was interviewed and the job goes on offer again at a higher salary.

Inner London to sign up for TVEI

by Huw Richards

The Inner London Education Authority is set to join the Technical and Vocational Education Initiative (TVEI) after resisting the scheme for three years.

The Labour-controlled group of the ILA has approved a TVEI scheme which was due to be put to the authority's schools sub-committee yesterday.

The manpower Services Commission has agreed to provide funding for a three-year preparatory project in which the ILA's 10 district schools will be selected to participate in a pilot scheme of £3 million. It is intended to

extend the scheme to all ILA secondary and further education institutions over the following five or six years, with further financial support of £18.75 million. The preparatory scheme is due to start in September 1988.

The authority's entry into TVEI will be a coup for the MSC which hopes to attract the other 17, mainly Labour-controlled, authorities which have so far held out against similar offers of funding for three-year preparatory programmes.

Ms Barrie Stead, chair of the ILA schools sub-committee, says: "Until

now we have felt we should wait and see what experiences other authorities had with TVEI before going in ourselves. We were concerned about the extent to which the MSC might attempt to impose its priorities on our institutions, and worried about the possible implications for our pupils of differences of funding within and between schools."

Even so, he makes it clear the ILA's participation in the scheme does not signal wholesale acceptance of the MSC's role in education.

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PRIMARY

Labour condemns favourable official comparison with other developed countries as 'a fiddle'

DES counts on quantity of under-5 places

by Sarah Bayliss

A new statistics bulletin from the Department of Education and Science seeks to demonstrate that Britain's young children are relatively well provided for compared with their European, Japanese and American peers.

The document, described as "a fiddle" by under-fives campaigners, states that 88 per cent of all three to five-year-olds are receiving some form of provision - 61 per cent in education and 27 per cent in day care.

It claims that the overall participation rate is only exceeded by France and Belgium, which both have 97 per cent of the age group in education. Italy and the Netherlands exceed Britain in terms of educational provision (76 and 66 per cent respectively), but low provision of day care reduces their total performance.

An introduction to the bulletin con-

cedes that international comparisons are "not straightforward" and that those for young children are "especially complicated by differences in the kinds of provision and the age at which compulsory schooling begins".

It states that the United Kingdom is unique among the countries considered in admitting children to school by law at the age of five. Elsewhere, classes start at six or, in the case of Scandinavia and some states in America, seven.

Compulsory schooling for all children from the term after their fifth birthday is one of the main reasons why Britain fares so well in the DES comparison. In addition, playgroups are counted as a form of day care and, although places are usually offered for a few half-days a week, they are counted in full "in order to measure

the proportion of children benefiting". According to the bulletin, education and day care have been taken "in the widest sense", including all kinds of "grouped provision" for the young child. From the British point of view, this includes places in playgroups, family centres, nursery schools and classes and ordinary primary classes. Only childminders are excluded.

Mr Andrew Bennett, Labour's education junior spokesman, said he believed the bulletin contained "the most amazing fiddle". Five-year-olds in compulsory schooling should not have been included, nor should playgroups.

"If the DES is responsible for this methodology, then it's really a disgraceful con," he said. "We are interested in British figures and a British base should have been used. The

question is: "How many children under five get nursery education and how does this compare with the same age group in other countries?"

"The figures produced here don't demonstrate that there's been any change in provision for under-fives. We still compare as badly with European countries as we did before these figures were fabricated."

A DES spokeswoman defended the inclusion of children aged five who attended school by law. "By starting school earlier, we have got a system which is quite different from any of the countries considered. It would not be a fair comparison to exclude all those children."

It is understood that the comparison, which has never been attempted before, was initiated by the DES policy makers in 1984 after a conference

funded by the Greater London Council titled "Under Five and Beyond".

A book produced for the conference drew attention to the predominance of part-time places for under-fives, a wide variation in nursery school provision and the importance of the voluntary sector in filling the gap with playgroups. It estimated that 20 per cent of three-year-olds and 56 per cent of four-year-olds had a place in a nursery or school class.

Nine other European countries were seen to offer more than three to four-year-olds and seven others to three-year-olds.

Bulletin 16/86 is available from DES Statistics Branch, Education House, York Road, London SE17.

Moderate unions attract disaffected NUT members

One in six primary teachers who are paid-up union members have switched allegiance over the past 18 months, according to a new survey.

And 22 per cent of those who changed unions did so because they believed their former union was "too militant".

According to the survey of 2,000 teachers, the National Union of Teachers has lost most members - usually to the Professional Association of Teachers or the Assistant Masters' and Mistresses' Association.

Twelve per cent of those changing had been promoted to deputy head or head and were leaving the NUT to join the National Association of Head Teachers.

The survey by the magazine *Child Education* shows that the NUT is still the major union of the primary sector with 31 per cent of respondents saying they were members.

PAT and AMMA each had 11 per cent of the total while 26 per cent belonged to the NAHT. Scottish teachers who were in the Educational Institute of Scotland made up 6 per cent.

Only 8 per cent of respondents to the magazine's questionnaire did not belong to a union and over half of those worked in the private sector. Among those who resigned from a union very few, 4 per cent, decided not to join any other union organization.

In all, 277 teachers said they had changed unions in the past 18 months. Of those, 108 gave "too militant" as their reason for leaving a union; 58 listed "promotion" and a significant number, 148, mentioned "other reasons" - such as moving schools.

Mr Peter Dawson, general secretary of the PAT, said this week that the

survey findings came as no surprise to him. An up-to-date computer print-out showed that his membership had grown from 30,000 to 42,000 since mid-1985. Three out of five members were primary teachers.

Although PAT did not ask new members where they came from, or why, a significant number were telling the association they had left another union because of industrial action.

A spokesman from the NUT said audited membership figures would not be available until May but he added: "We are certainly aware that people have been leaving the NUT as well as joining it. We assume this has been the experience of other unions."

Other findings show that the average school has nearly 200 pupils with eight teachers plus head, two part-time teachers and two support staff. Most schools (91 per cent) had a school fund and many of these (22 per cent) had raised £1,000 or more last year.

Most schools (73 per cent of those with funds) said they spent their money on essential equipment, especially books.

Replies also revealed the frustrations of teachers. The magazine reports that: "Parents are frequently mentioned as creating problems for teachers, either by expecting too much, or because they do not give the children enough time or attention, leaving the teacher to discipline or give basic social training."

Seventeen per cent of the sample said there had been an increase in the number of rising-fives being admitted and a further 16 per cent said the reception class was bigger than previously.

Ten per cent of teachers had 30 or more children in their class while 2 per cent had 35 or more.

Vaccine need highlighted

There are wide regional differences in childhood immunization rates against diseases such as whooping cough, a community doctor told a London conference last week.

Dr Angus Nicoll, from Nottingham, urged anyone working with children to inform themselves about the effectiveness of vaccination.

He said that the average take-up rate for immunization against whooping cough was around 65 per cent.

But he added: "There is no set pattern. Some well-off areas do very badly while inner-city Liverpool does the worst of all."

He quoted "the best research"

which showed that, while 1 in 100,000 children died from the effects of whooping cough, only 1 in 310,000 suffered brain damage from the vaccine. "Not to immunize is a much more dangerous strategy."

He drew the attention of the conference, run by the Voluntary Organizations Lapsed Council for Under-Fives, to attitudes in America where children could not attend school unless they had been immunized against specified diseases.

Later he said that within 10 years he believed there might be sufficient social consent in Britain to introduce a similar ruling.



Handing over: Prince William meets his new headteacher

First outing at Wetherby for Royal four-year-old

Wearing regulation short trousers - in spite of the freezing weather - four-year-old Prince William began his formal schooling last week.

He was driven with his mother, the Princess of Wales, the short distance from Kensington Palace to Wetherby School, Notting Hill Gate. The school is an all-boys pre-preparatory with fees of £785 a term.

The Prince and Princess of Wales are said to have narrowed their choice of private school by drawing a circle round Kensington Palace. But Wetherby has already had several Royal children on roll including the sons of the Duke of Gloucester and Lord Freddie Windsor, son of Prince Michael of Kent.

Mr Kenneth Morrell, Labour leader of the House of Commons Education Committee, said the NUT's primary schools had not been considered for a terrible pity that Prince William had

had the chance of mixing with ordinary girls and boys.

There were two "outstandingly good" ILEA primaries near the Palace, she said. Fox primary school is understood to be the closest and takes many children from the surrounding embassies. St Mary Abbots Church of England school in Kensington High Street is another local school.

The prospect for Wetherby emphasizes: reading, writing and mathematics, with geography, history and nature. "To stimulate the pupil's interest."

French conversation is taught to the older boys and swimming is compulsory from form two.

"It sounds rather like the curriculum of the 1930s," said Mr Bill Rippon, head of Redwood Junior School, Derby, and chair of the NUT's primary schools committee. No child was wearing short trousers in the school last week.

Women not helped by INSET says research

by Diane Spencer

In-service training fails to improve women's chances of promotion, research study has suggested.

A college lecturer and a teacher explored the use of INSET and its effect on their careers and promotion in schools in Oxfordshire and Buckinghamshire.

The women were divided into two age groups: 30-35 and 45-50. The each group half had completed a degree and half had a BEd degree (a four-year commitment). Others had attended short courses.

Although they found INSET useful in sharing problems, ideas and increasing self-confidence, they were not rewarded with promotion.

Dr Katy Simmons and Mr Ian Stanford discovered no difference between the graduates and non-graduates' success in job applications and reports of failure to gain promotion.

The younger women attributed their lack of experience while, ironically, the older women with experience thought themselves too old.

One commented that young women were not seen to be appointed to headships at a younger age than previous deputy head was younger than she was.

An older woman who had returned to work after a break to raise a family said: "I now realize I was not before I began. People like me are two-a-penny."

The almost inevitable career break was a recurring problem: "I felt that I had to begin all over again despite 11 years' service. I was returned to a Scale 1 post."

The younger women complained of the lack of career advice from advisers - in contrast to the older women.

The researchers urge education authorities to encourage women to seek promotion, to provide career counselling and a better career structure for women who take a break in their career because of family responsibilities.

British Journal of In-Service Training March issue.

Primary Index

Structured maths
National curriculum
Ready readers
Learning to learn
Pre-school curriculum
Children's literature

James Meikle sets the scene for next week's crucial House of Lords debate on the Government's Teachers' Pay and Conditions Bill

The unacceptable becomes 'inevitable'

The Government is proposing marginal changes to its Teachers' Pay and Conditions Bill which enters the Committee Stage in the House of Lords on Monday.

But there is little sign of a peers' revolt large enough to force significant alterations to the Bill which will empower the Education Secretary to impose salaries and conditions.

Labour, Alliance and Independent members of the Lords are to renew their attack on ministers for taking away teachers' and employers' negotiating rights and setting up a pay and conditions advisory committee which would be little more than "a Government poodle".

They will also attempt to limit the length of time that the Government's "interim" arrangements can run and try to ensure that consultation is as wide as possible.

Ministers are in confident mood, however, following the local authority leaders' decision not to pursue further, with teachers, any attempt at compromise with the Government over the future shape of the package.

Mr Kenneth Baker made clear last week that the possible addition of a third tier of promoted posts to a structure agreed with teachers in November would not be enough to head off his plans.

Teachers have been showing increasing reluctance to compromise on this point anyway. Their chief negotiator, Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, said the employers were not conceding defeat, but being realistic when they said that Government imposition now appeared inevitable.

Teachers and employers are still telling peers that their 16.6 per cent 15-month agreement, signed by a majority of local authority representatives and teachers' negotiators (albeit from only two out of six unions), is better than the Baker alternative,

which has five tiers of promoted posts instead of two, and a much lower maximum for classroom teachers - £12,700 against £15,058.

The Government is promising that the churches, which employ 20 per cent of teachers, will be consulted alongside local authorities and teachers' unions, both by the advisory committee and by the Education Secretary - if the minister wants to change the committee's recommendations significantly.

But there is no question of direct representation of any of these groups on the committee, which will have between five and nine "independent-minded" appointees of "relevant experience", according to the Government.

Ministers also aim to allay fears of the interim arrangements becoming permanent by stressing that they will only stay in force after 1990 if both Houses of Parliament vote positively each year for extensions.

These changes will not be enough for Opposition peers. They will press for a national joint council (NIC) with an open voting role for the Education Secretary and opportunity for Parliament to over-ride agreements if national economic circumstances require.

The Government says such proposals are not specific enough but its opponents maintain spending time on detail is pointless unless the Govern-

ment accepts the NIC in principle. The National Association of Head Teachers is also hoping to persuade peers that heads and deputies need their own separate negotiating machinery.

The Government hopes the Bill will be law by March so the first stage of the two-stage rises can be quickly backdated to January.

The Department of Education and Science is still considering a compromise pay package, involving four tiers of promoted posts, suggested by the Professional Association of Teachers, and described as "interesting" by the DES.

The Government hopes the Bill will be law by March so the first stage of the two-stage rises can be quickly backdated to January

It would be politically difficult to substitute such a structure. The non-striking PAT only represents 35,000 of the 400,000 teaching force. It was also the first union to announce its support in principle for the two-tier negotiated pay package last November, although it quickly withdrew the backing.

The Government is expected to clarify further its attitude towards pay

arrangements for further education lecturers. Although the present Bill would abolish the statutory Burnham FE committee, it says that its replacement should be agreed between the teachers and employers.

Some Tories fear that a national joint council would freeze out the Association of Polytechnic Teachers which, like PAT in schoolteachers' negotiations, subject to undisputed hostility from other union negotiators. The PAT is also trying to win a seat at FE negotiations.

NATFHE, the biggest lecturers' union, believes it convinced Government that collective bargaining could still work in the college sector. Yet pay and structure talks are deadlocked. An overtime ban aimed at bringing local authorities back to the negotiating table, is beginning to take effect, according to the union.

The Association of University Teachers is urging its members not to mark final year examinations, in pursuit of a 24 per cent pay rise.

The union is also planning a one-day strike in March aimed at getting a first phase 6 per cent rise backdated to April.

The lecturers want another 18 per cent as part of a restructuring deal from this April. The union is meeting Mr Baker today to see if he has won the money from the Cabinet to pay for the package. Vice-chancellors met him yesterday.



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NEWS

The Government has told seven l.e.a.s they will be rate-capped – and announced details of this year's rate support grant. Barry Huggill reports on the implications of these decisions . . .

Labour boroughs warn of teacher redundancies

The spectre of redundancy is looming for many teachers in rate-capped areas, according to at least two of the seven Labour-controlled authorities facing major cut-backs this year.

This week officers and politicians from all the authorities singled out by Mr Nicholas Ridley, the Environment Secretary, for rate-capping were holding crisis meetings to determine their spending strategies.

Worst hit is the east London borough of Newham, which has been told to cut its rates by 26 per cent.

Rate-capping means that authorities cannot set their rates at a level higher than that stipulated by the minister. And in many cases it results in rates having to be cut.

Mr Graham Lane, chairman of Newham's education finance subcommittee, said that his authority would almost certainly have to make teachers redundant. And he warned that pupils could be sent home because there will be no money to pay for supply staff. He estimates that Newham will lose £24 million of which a quarter will have to come from the education budget. "It means we may have to scrap our entire

capital programme," he said. Newham is currently involved in a long-running dispute with the teacher unions over cover for absent staff and pupils are regularly sent home.

The other rate-capped l.e.a.s are Newcastle, Haringey, Sheffield, Gateshead, North Tyneside, Brent and Hounslow.

Mr Ron Anderson, chairman of Brent education committee, fears that his authority will have to postpone its ambitious plans to recruit more staff.

Brent offers a £500 "relocation allowance" to teachers taking up posts in the borough even if they already live in Brent. And it had planned to offer a cash payment of £2,000 to serving teachers willing to accept relocation.

Mr Robert Pilkington, a senior education official in Sheffield, said that his council would be "desperately seeking to preserve jobs."

But he said that some redundancies would be inevitable. "We will try and spread the burden across the service – schools, nurseries, FE, careers and the youth service. But we will be cutting education in Sheffield to the bone," he said.



The Government expects further savings on caretaking, cleaning and catering

What Mr Ridley didn't spell out

Last week's £12.8 billion rate support grant settlement is, at first sight, a generous one. In making his announcement to the House of Commons Mr Nicholas Ridley, the Environment Secretary, said he had budgeted for an extra £1 billion and that this should enable local authorities to restrict rate rises to 1.2 per cent.

Closer analysis, however, shows that Mr Ridley is almost certainly underestimating the likely impact on rate rises of the settlement.

Although the rate support grant does not take into account the cost of teachers' pay award, Mr Ridley intends to make an additional grant available when necessary. But it will only be in the region of £180 million. Mr Kenneth Baker's pay package will cost about £460 million in its full

year and the difference between that and the £180 million will have to come from the rates.

Council treasurers are agreed that the pay settlement will force up rates by between 3 and 4 per cent.

It is often incorrectly assumed that the rate support grant allocated to a local authority is the amount of cash that it will receive from the Government. In fact, if an authority spends more than the Government thinks it needs to then its grant is reduced.

Invariably the Government estimate of what an authority should spend bears little relation to what is actually spent. This is true of Conservative as well as Labour councils although the former make more attempt to stay within Government guidelines.

Mr Tony Travers, a leading expert

on local government finance, said last week that the settlement was "totally unrealistic" because the Government that local authorities spent at last year's budgeted for they did no such thing.

He added that even traditional low-spending Conservative authorities would spend more in the coming year than the Government assumes of their needs and thus face a reduction in grant.

And he warned that authority increasing rates "considerably more than by 1.2 per cent."

An early indicator of the likely rate rises came from Mr Ray Smith, senior finance officer in Oxfordshire education department, who predicted 10 per cent rate rise in his authority

while James Meikle shows how the Government's £12,850 million education budget will be spent next year

Another twist of the screw

Local authorities will come under increasing pressure to close schools, shed teachers' jobs, and privatize school meals and cleaning services, as a result of Government plans for education spending.

Nevertheless, the Department of Education and Science says it expects spending increases of 14 per cent on repairs and maintenance and 10 per cent on books and equipment.

The Government is advising English authorities that they could improve the quality of education and spend less "if they managed the situation more efficiently."

The DES says there will be a continuing decline in the number of pupils. Pupil-teacher ratios should improve from 17.4:1 this year to 17:1 in 1989-90. Nevertheless, a further fall of 3,000 in the number of teachers is assumed for next year.

The Government has budgeted for an 18.8 per cent increase in spending in 1987/8 on its target for last year. But real spending will only go up by 1 per cent, the Government admits. "The Labour Party puts the figure still lower at 0.6 per cent."

The gap between the two is explained by a comparison of what l.e.a.s actually spent last year as opposed to what the Government said they should spend. But DES sources are keen to stress that the allocation comes "within a whisker" of that asked for by local authorities last summer.

The education support grant programme enters its third year in April. The £92 million spending allowed on 20 priority areas of national priority, together with the Government's grant of £64 million, reflects an increase only in line with inflation. The cost of midday supervision accounts for £39 million of DES spending, and there is £10 million for GCSE books and equipment.

The Government wants authorities

to follow the tough line recommended by the Audit Commission on closing schools. Savings on school meals, caretaking and cleaning are expected to come from compulsory tendering services and more efficient management.

There is substantial finance for Government initiatives. First, the cost of the Assisted Places Scheme, which should be supporting 33,200 children at independent schools by September, rises from £37 million this year to £49 million next year and £51 million in subsequent years.

Second, spending on the new technology colleges is put at £44 million next year, £20 million in 1989/90 and £10 million in 1990/91. Industry's contribution, through sponsorship, is not yet established.

In further education, the Government expects student-staff ratios to reach 9:1 next year. Last year they were 8.8:1. More money can be saved, argues, through greater efficiency in non-teaching areas. Spending on books, equipment, repairs and maintenance.

The grant to universities next year is put at £1,413 million, next year, £1,463 million in 1989/90 and £1,508 million in 1990/91.

The plans will be reviewed next year. The Government expects progress made by the universities in rationalizing small departments, developing selective research centres and adopting more efficient management.

The Government's science budget next year will be £26 million more than originally planned, at £656 million. The DES will have 2,430 staff in next two years. The numbers are slightly above previous targets because of the growth of Her Majesty's Inspectorate and "for changes in falling on the department."

The DES's running costs are expected to rise from £54 million this year to £58.6 million next year.

NEWS

Iola Smith reports on how Welsh parents are urging a return to the language and traditions of the past

Land of their fathers

Wales is due to lose 100,000 school places by 1992. Yet, surprisingly, several new schools are to open.

Demands from parents that their children be taught in Welsh and English have caused schools already offering bilingual provision to expand their intake – in direct contrast to the national trend of falling rolls and surplus places. And plans to open new bilingual schools are well advanced.

Mid Glamorgan, for example, has earmarked a site in the Rhondda to accommodate its fourth bilingual secondary school, due to open in two years. South Glamorgan is considering establishing a second, and Gwent – traditionally the most Anglicized of all the Welsh counties – will open its first Welsh secondary school in 1988.

At present, Gwent's bilingual 11 to 18-year-olds are being educated in Mid Glamorgan, but shortage of space has resulted in Mid Glamorgan refusing access to Gwent youngsters after the summer of next year.

These new schools will add to the principally current total of 79 officially designated bilingual schools, which teach most – if not all – of their subjects in Welsh.

Educating 21,000 pupils aged 5 to 18, they are by no means the only schools using Welsh in the classroom.

There are almost 500 Welsh language nurseries catering for the pre-school age group, 338 primaries (chiefly in the Welsh-speaking heartlands of north and west Wales) where the mother tongue is the main medium of instruction, and more than 50 secondaries using the language for teaching two or more subjects.

Community interest in Welsh-medium education is currently spread-

ing among the predominantly English-speaking areas of south and north east Wales – where most of the designated bilingual schools are established. Most of the children here come from English-speaking homes, and in the case of Mid Glamorgan's most easterly bilingual secondary, this figure is as high as 95 per cent.

Mr Cennard Davis, lecturer in Welsh at the Polytechnic of Wales, said: "Their awareness of the Welsh language mirrors the third generation search for their roots found among numerous ethnic groups in America. At the turn of the century, the valleys were predominantly Welsh-speaking, and now parents wish their children to experience the culture which they themselves have lost."

Mr Malcolm Thomas, head of Cardiff's bilingual secondary, Glantaf, added: "They (the parents) have an



At Bodedern secondary school in Anglesey, Welsh is taught to pupils whose first language is English.

overwhelming belief in bilingualism, and encourage their children to be educated in Welsh from playgroup to post A level."

Such continuity is essential in English-speaking areas where pupils have little contact with the language outside the school gates. The cycle begins with voluntary Welsh language nurseries, which cater for 6,200 pre-school children.

"These schools are often children's first introduction to the language, and they learn through play and total immersion in a Welsh environment," says Mr Brian Jones, the nursery movement's director.

In many cases, language classes are simultaneously held for mothers so that they can converse in Welsh with their children. The movement is funded by the Welsh Office, and it receives additional revenue from charitable organizations.

In the past, nursery expansion was hampered by a shortfall of fluent Welsh-speaking teachers. Thanks largely to an intensive language training course for adults run at the polytechnic, that problem is now largely overcome, as witnessed by the 14 new nurseries opened last term.

From the nurseries, pupils move either to designated bilingual primary schools or to Welsh-speaking community schools. Some of the latter are having to engage in intensive training for the numerous English speakers migrating to the area. Dyfed has come up with a do-it-yourself solution, whereby newcomers teach themselves via tapes and vocabulary cards. Within a year, they are as fluent as their classmates.

Welsh is also a language of examinations. In 1985, for example, 34 O level subjects, 37 CSE options and 16 A level choices were set by more than 7,000 pupils. Twenty years previously, only 6 O level options had been available, set by fewer than 150 children.

Mr Thomas insists that although designated schools are pro-Welsh, they are not anti-English. "Bilingualism means being fluent and confident in both languages" – so he is not worried about the shortage of Welsh language texts in subjects such as biology. "If there are none available, we use English books and translate."

He is concerned, however, about the shortage of teachers able to teach physics, maths, craft, design and technology, and modern languages through Welsh. This situation is not likely to improve, as applicants for the Welsh-medium PGCE training course



DIY Dali: Ken Stone, head of Colty primary school in Mid Glamorgan, teaches Welsh at his homemade language lab.

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at Aberystwyth are 40 per cent down this year.

Teaching as a career is proving the big switch-off, not the Welsh language, as evidenced by the demand for Welsh-medium higher education. At Aberystwyth, for example, 11 departments offer Welsh-medium courses, and at Bangor, 15 per cent of students are taught in the language.

The Welsh Joint Education Committee (supported by the Welsh Office) has recently agreed to establish a development committee to co-ordinate Welsh-medium provision for all ages and localities in Wales. But the Welsh Language Society and the Welsh teachers' union, UCAC, are continuing to demand that an independent development body, working in harness with the WJEC, should be created to oversee Welsh language education.

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NEWS

Education officers could lose care order powers

by Sue Surkes

Education officials and the police will lose their present powers to initiate care proceedings if proposals contained in a new Government White Paper become law.

The White Paper aims to clarify a "confusing and inconsistent" legal area and give a fairer deal to children and parents. It accepts a proposal of the 1985 Review of Child Care Law by an inter-departmental working party that only social services authorities should be able to start care proceedings as it is they who will be responsible for a child if an order is made.

The National Society for the Prevention of Cruelty to Children would be exempted because of its specialist role in child abuse cases.

Where children who are the subject of care proceedings have a history of

poor school attendance, social services departments intending to start proceedings will have to consult I.E.A.s. In other cases of non-attendance where care proceedings are inappropriate, I.E.A.s will be able to apply for supervision orders relating to educational need.

The White Paper also advocates closer liaison between education and social services departments over children placed in residential schools. It says that there has been concern about the effects on youngsters' welfare and family ties when long periods of time are spent away from home.

The White Paper says: "The Government accept the widespread criticism of current child care law as confusing, unnecessarily complex and, in places, unjust."

Citing the report into the death of Jasmine Beckford, it points to "particular public concern derived from some recent tragic cases of child abuse that the law may be inadequate to provide the protection that children at risk may require."

It endorses a review proposal to scrap the present duty of a local authority to investigate cases where information suggests there are grounds for care proceedings and to replace it with "a more active duty to investigate in any case where it is suspected that the child is suffering harm or is likely to do so".

The Law on Child Care and Family Services (Command 62) is available, price £3.60, from HMSO.



Jasmine Beckford: her case heightened public concern

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(1941)

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Youth in Cyprus, by award-winning Cypriot-born photographer Haris Fellaptsidis, is among the work on show at the Commonwealth Institute's exhibition, Images. Linked with this event, schools are invited to submit

photographs of their own communities portraying the lives as they would like pupils in other parts of the Commonwealth to see them. Details from the Institute, Kensington High Street, London W8.

Jewish schools ask for 'involuntary' contributions

by Bert Lodge

A member of the Board of Deputies of British Jews has reported two Jewish voluntary-aided schools to the DES for introducing a form of fee-paying.

Dr Geoffrey Alderman, a reader in politics at London University, has sent the Secretary of State copies of extracts from letters to parents at two north London schools. One begins: "In response to your letter... we wish to inform you that the present contributions are £165 per term per child plus £25 per term for the building fund."

The second refers to "the contributions which are payable in respect of pupils at the school" and adds: "For the school year 1985/86 the contribution per term for the Governors' Responsibility Fund is £90." Further contributions for Jewish studies are also specified.

Section 61(1) of the 1944 Education Act prohibits the charging of fees by any school maintained by a local education authority either for admission or "in respect of the education provided in any such school or college."

Dr Alderman, who would not disclose to The TES the names of the schools, said he had put the matter in the hands of the DES because the law, parliamentary and general purposes committee of the Board of Deputies had declined to act.

"An increasing number of Jewish parents are anxious to get their children into Jewish schools," he said. "When confronted with the demands to pay fees most of them stay silent, preferring to pay up and shut up. Competition for places is fierce and they do not want to spoil their chances."

Mr Stuart Polsk, education officer to the board, said this week they had no evidence of malpractice but in any case the board took the view that it was not a major issue but a local matter which should be sorted out at that level.

Appraisal pathfinder carries his torch north

by James Melke

Mr Duncan Graham, county education officer for Suffolk and an influential advocate for the appraisal of teachers, is to be the next chief executive of Humberside County Council. He is expected to take up his post in April.

Mr Graham, 50, has been a key figure in persuading unions that local authorities wanted a professional system of appraisal that did not tie performance directly to pay or seek to punish teachers.

He headed a team from Suffolk education department and heads a secondment that produced *Teaching torches*... a report based on a study funded by the Department of Education and Science, which will become a guidebook on appraisal systems to improve standards and the image of the service.

"I have regrets about leaving education involvement in the education service and particularly regret not seeing appraisal further along the line," said Mr Graham, who became CEO of Suffolk in 1979 after five years as senior deputy for education in Shropshire, Scotland.

"Education officers have a traditional distrust of executives and corporate management. Letters of congratulation from colleagues had in a number of cases jokingly contained the word 'traitor', he said.



Duncan Graham regrets about leaving

Funds boost for advanced FE in Wales

Funding for advanced further education in Wales for 1987/88 is to go up by 10 per cent from £31 million to £34.1 million, Mr Nicholas Edwards, the Secretary of State for Wales, has announced.

More than £300,000 of the extra money is earmarked for three specific initiatives: developing in-service training courses to increase the number of Welsh-medium teachers, encouraging colleges to offer their facilities and expertise to industry on a commercial basis, and increasing provision for continuing education and professional updating.

There will also be an increase of almost 1 per cent in the number of students, rising from 13,528 in 1986/87 to 13,636 in 1987/88. It is expected that the increase will allow for the protection of part-time courses and for continuing emphasis to be given to science, engineering and other vocational subjects.

Inequality 'ignored' in Ulster

The contrast in boys' and girls' experiences of schools in Northern Ireland has been ignored in a Government consultative paper, the province's Equal Opportunities Commission claims.

The Commission complains that the document, *Equality of Opportunity in Employment in Northern Ireland: Future Strategy Options*, refers only obliquely to the Government's concern about the comparatively few girls who study science.

The consultative paper had shown that in two out of three primary schools, woodwork and mechanical activities are available only to boys while needlework is the exclusive preserve of girls.

At O level, girls account for most entrants in domestic science, biology, French and English language, but they are less likely to study physics, mathematics and engineering, drawing and computer science.

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Barry Hugill reports on the president's address to the Society of Education Officers' annual conference in London this week

Critics warned: 'internal warfare will help no one'

Education officers must not "fiddle while the service burns", the president of the Society of Education Officers warned this week.

Mr Dennis Hatfield, chief education officer for Trafford, told the society's annual conference that politicians of the Right and Left were undermining the system by their constant attacks.

And he stressed that if plans put forward by radical politicians for devolution of power away from local authorities to parents and heads were implemented the society could have "no future".

He said that the SEO must remain "a united family" if the present system of education was to be effectively defended.

The leadership of the society has come under attack in the past year from some younger members who believe that it is too conservative a body with little impact on the national scene.

Critics believe that the society should take the lead in defending the local authority system from attack by the "centralists". They say that the leadership reacts too slowly on major policy issues, often taking months before putting out a statement on an issue.

Quoting from Dr Johnson, Mr Hatfield warned the critics that internal warfare would help no one, least of all the education service. The society should not become "a little kingdom torn with factions and exposed to revolutions", he said.

He distanced himself, and the society, from the antics of a few "loony



Dennis Hatfield: "a united family"

authorities. It would be wrong to condemn all i.e.s.s because of the behaviour of a few, he said.

Expressing sympathy with chief officers who have "to defend themselves against councillors who are ruthlessly ambitious for power", he attacked politicians who "want to assume the officer's role without the trade".

And he warned that a new era could be dawning in which senior administrative jobs in the education service could

go not to experienced and qualified professionals but to political placements.

Turning to Mr Kenneth Bibb, director for a national curriculum, Mr Hatfield said that he had some sympathy for the idea. There is no reason why a pupil in Cornwall should receive a markedly different education from one in Middlesbrough, he said.

But he rejected "benchmarks" of attainment which would result in teachers "trying simply to reach the marks... it would have a restraining effect on brighter children".

At worst an over emphasis on bringing down levels of attainment for all pupils would result in "payments by results".

Mr Hatfield was scornful of the view that "parents are all wise". There is plenty of evidence of the failure of a minority of parents to cope with the proper upbringing of their children, he said.

The existence of a minority of parents "not interested in the education of their children", means that there will always be the need for a state sector, he argued.

He predicted that some schools could face a dilemma over teaching about Aids. He spoke of the irony of the Government educating people about the dangers of disease yet, at the same time, giving governors over sex education. "What happens then they say there is to be no sex education?" he asked.

More conference reports next week



Rising star: Getting ready to lead the Inner London Education Authority's Schools Symphony Orchestra at the Royal Festival Hall on Sunday is Kate McKenzie, aged 16, of Camden School for Girls, North London.

Kate, who only joined the orchestra last term, will lead more than 80 musicians in a programme that will include works by Schubert, Prokofiev, Ravel and Tchaikovsky.

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Keeping a watchful eye on the gender trap

by Sue Surkes

Are mainstream topics in history taught from a female perspective? Do girls and boys use equal proportions of the playground? And are they named the same number of times in assemblies for praise, reward or reprimand?

These are some of the questions posed to teachers as part of *Genderwatch* - a new self-assessment pack that will be available from the School Curriculum Development Committee from the end of this month.

The pack, which was piloted in the London borough of Merton, was devised by Ms Kate Myers, director of the SCDC's Equal Opportunities in Education Development Project. A hefty tome with appropriate cartoon illustrations and suggestions for further reading, it contains 41 self-assessment "schedules" and aims to help schools set short, medium and long-term goals.

Genderwatch offers guidance on reviewing past practice and planning what needs to be done. It considers a range of issues from assemblies, displays and records of achievement to special educational needs. And it suggests methods for examining sex equal-

ity in specific subject areas. Issues of race are also included.

Ms Myers said: "There is an increasing amount of consciousness that something should be done, but people do not really know where to start. The pack is aimed at people who want to be something, not those who need to be convinced, or those who are supposed to be a support and a help. And it is supposed to be adaptable."

Ms Myers, who described gender equality as a "fundamental educational issue", added: "Most institutions are not currently providing equal opportunities for girls and boys. The reasons are very complex. You can't say it will change the curriculum everything will be all right. They are to do with a whole series of issues and especially with people's attitudes."

The Equal Opportunities in Education Project received funding from the SCDC and the Equal Opportunities Commission. *Genderwatch*, which is aimed at teachers involved with all groups in both mainstream and special schools, will be available, price £2.95, from SCDC Publications, National House, 45 Notting Hill Gate, London W11 3JB.

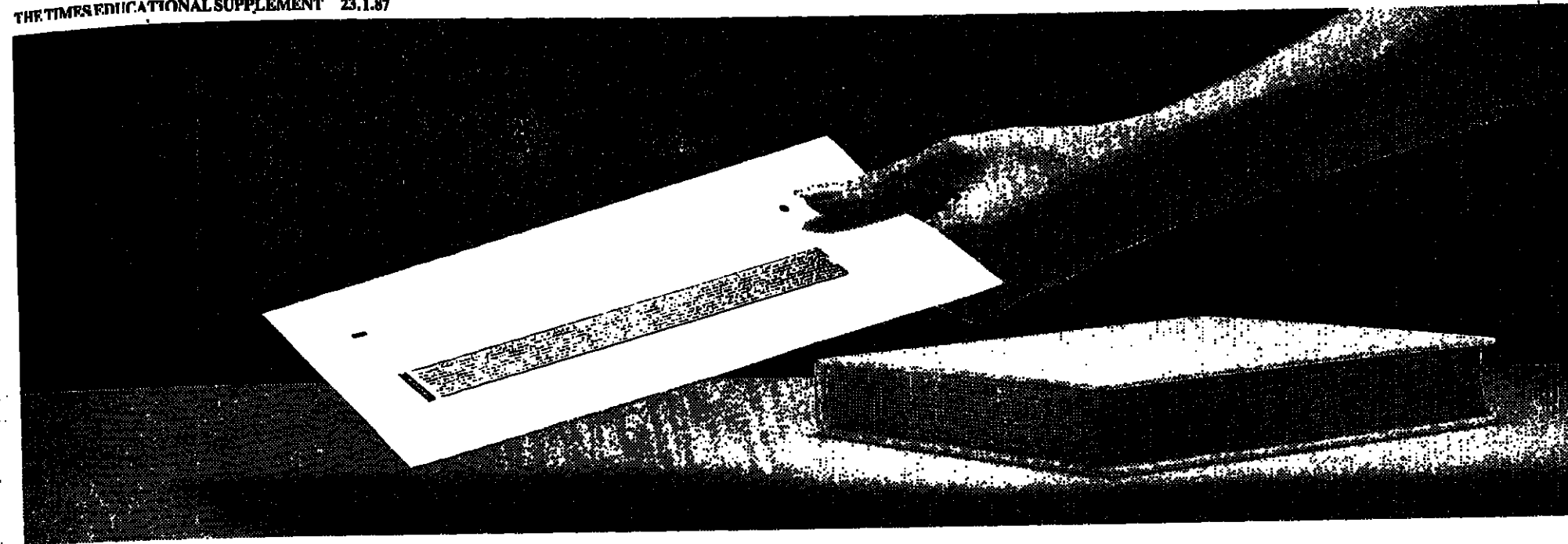
Parents defend co-option

A call by a Government-appointed committee for the removal of co-opted members from all decision-making council committees has been condemned by the country's biggest parents' organization.

The recommendation is contained in the report of the Widdicombe Inquiry into the conduct of local authority business, published last June. The report argued that co-opted members blurred accountability of elected members, and could "distort the political process" of council committees.

Parent-Teachers' Associations attacked the proposal, arguing it would "raise insurmountable barriers for parents". It would effectively prevent further development of the partnership between parents and local authorities, says the NCPTA.

"Parents must have the right to present their views and have them taken into account. If the right to vote is taken away, then the right to be heard is lost. The contentious issue of co-opted members would ensure that the views of parents would not be heard. The confusion and the written response published this week



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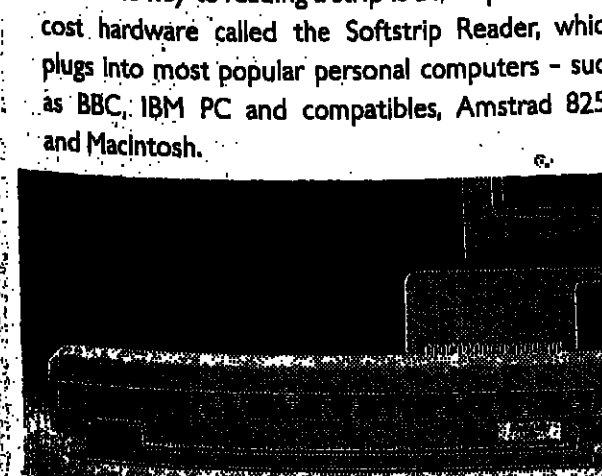
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NEWS

Baker calls for broader use of new technology

by Ian Nash

Only one in five secondary school headteachers say microcomputers have made a significant contribution to education, according to a survey published by the Department of Education and Science this week.

It shows the impact of new technology on 11 to 18-year-olds compared poorly with primary schools, where six out of ten heads said it had made "a considerable contribution".

The Government's concern over the results is heightened by the fact that while an average primary school has only two computers, with 100 pupils to each, an average secondary school has 14 and a pupil-machine ratio of 60 to 1.

Furthermore, new technology in secondary schools is still largely restricted to mathematics and computer studies, Mr Kenneth Baker, the Education Secretary, told the third High Technology and Equipment Education Conference in London this week.

"Not enough children are benefiting from the introduction of new technology in schools, and there is no real spread across the curriculum," he said.

Mr Baker called for much closer liaison between the microelectronics industry and schools, pointing to new developments such as interactive video, which had received further investment.

New technology could never replace the teacher in the classroom, but it was "a key growth point in all sectors of education," he said.

Mr John Foster, director of the

Microelectronics Education Support Unit (MESU), who chaired the conference, criticized the lack of investment in schools, contrasting France's £80 million budget with the MESU's £3 million.

Most teachers in France had been given at least 50 hours in-service training and were paid extra to go on courses, he said.

He nevertheless believed that Britain had more clearly defined educational objectives, thanks to the Microelectronics Education Programme.

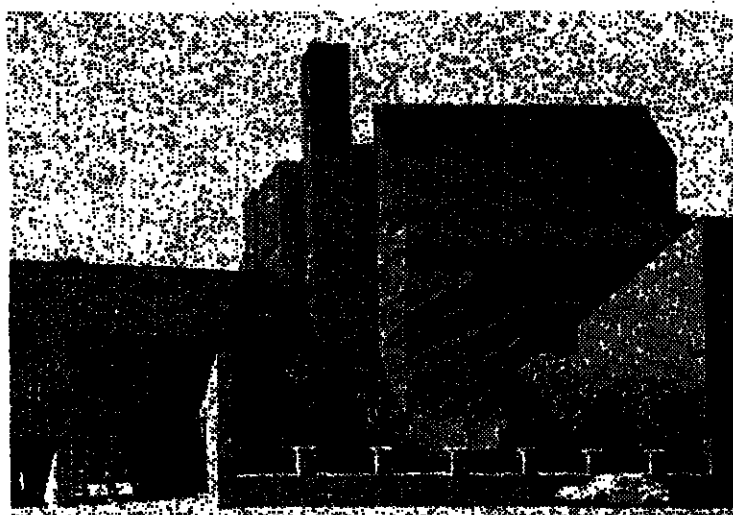
Strongest criticism of Government policy came from Mr Fred Jarvis, general secretary of the National Union of Teachers.

The survey underlined the unequal access to resources. "There is too much reliance on each school's own fund raising," he said. "Teacher acceptance of new technology is not an issue, teacher and pupil access is the issue."

Mr Tony Webb, director of education, training and technology for the CBI, said the answer to improved educational uptake of new technology was a core curriculum agreed by all parties: government, i.e.s, teachers and industry.

"It is difficult to predict the specific skill requirement of industry in the future, even at undergraduate level. Nevertheless all the evidence points to a greater demand for numeracy and technological and scientific awareness across the whole range of industrial employment," he said.

THE TIMES Books by the mile



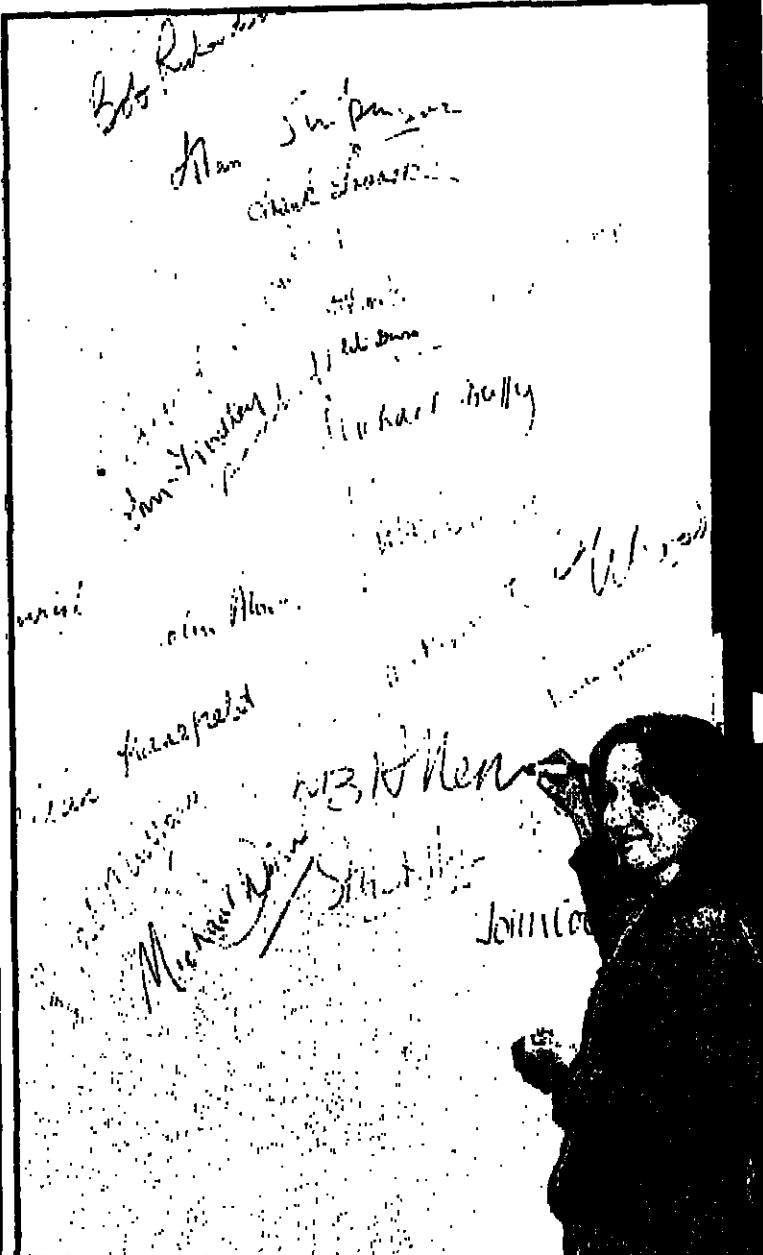
But when? *The Times* tells the inside story of the new British Library (above), which will have 300 shelf-miles of books by the year 2020 having been on the drawing board since 1962. The need to centralise the library is obvious, yet its opponents remain vociferous.



... and regularly in *The Times*, Peter Ackroyd (left) on books, Bernard Levin on the way we live now, Suzy Menkes on fashion, Irving Wardle on the theatre, Frances Gibb on the law, Shona Crawford Poole on travel, Philip Howard on words, and much more each week

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Sign of support: Liz Allen of the Campaign for the Advancement of State Education and the All London Parents' Action Group at the launch

Shire counties pull out of key l.e.a. campaign

The local authorities' campaign to preserve their education services, launched this week, faced an immediate setback because of a decision by shire counties to withdraw support.

Originally, the Campaign for Local Education, launched by the Association of Metropolitan Authorities in London, was conceived as a combined initiative by the two main local authority associations, who are concerned about the threat to l.e.s. from central government policies.

The campaign was approved last autumn at a meeting of the Council of Local Education Authorities, and was subsequently backed by the Labour-dominated AMA.

But the Association of County Councils, where no party has control, has refused to put its signature to the campaign. At an ACC meeting last November, Tory members managed to outvote Labour and Alliance councillors who had urged support. It is understood their opposition stems from concern that the campaign, which complains of government cash restrictions, greater centralization and the

plan to open city technology colleges, would be used as a stick with which to beat Mrs Thatcher's administration in a general election year.

But there is still widespread dissatisfaction among Conservative councils with what they see as the undermining of local education by the Government. There remains a possibility that an attempt to swing the ACC behind the campaign will be made at its next executive meeting next month when the issue is tabled for debate.

At the launch on Tuesday, there was support from trade unions, parent leaders, churches, ethnic groups and students. But its impact was weakened by the absence of even Labour leaders from the shires.

Mr Neil Fletcher, vice-chair of the AMA's education committee and a member of the Inner London Education Authority, attacked the Government for penalizing l.e.s. through rate-capping and other financial restrictions.

He added: "At the same time, the Government has been steadily taking over control of what happens in the service."

Student grants fall by 11%

The real value of student grants has fallen by 11 per cent since the Government came to office, Mr Kenneth Baker said on Tuesday.

The Education Secretary told the House of Commons that this had not resulted in a reduction in the number of students nor in the quality of higher education.

He confirmed that he would make an announcement next week on the increase in grants for the coming financial year.

Mr Baker also confirmed that the committee on student maintenance, headed by the junior education minister, Mr George Young, was considering a review of the grants system.

SHA warning on colleges

Headteachers have warned that a rush to replace their sixth forms with separate colleges for teenagers over 16 could leave their schools "educational dinosaurs".

The Secondary Heads Association, in a new document aimed at widening debates over education and training for children aged between 14 and 18 and for adults, argues that schools are neglected both as providers of adult or youth training, and as centres for pre-vocational and vocational examinations.

The union says that an emphasis on short-term cost-cutting through closures has made the Audit Commission and the Government blind to the opportunities "spare" places in secondary schools offer to the communities they serve in traditional school-time.

Baptist in 'death fast' over council gay policy

by Jeremy Sutcliffe and Sue Surkes

A Baptist minister is threatening fast to death unless Haringey Council calls off its controversial plan to introduce "positive images" of homosexuals into the schools' curriculum.

The Revd David Rushworth, who claims to have given up eating, drinking, water, honey and fruit juice.

His protest is supported by a number of Haringey church leaders, and concern for his health. Parents' groups opposing the policy have also taken support.

Mr Rushworth-Smith has sent the council of using Trovick's aim at "smashing society by destroying family life".

I object to the council insisting that little children should be told a homosexual couple living together just as good as marriage between man and woman," he said.

"They are trying to destroy the sexual. I object to that because every religion, race and language, heterosexuality is the normal part of family life."

His hunger protest is seen neither as eccentric nor as a publicity stunt. Father Pat Heekin, parish priest of St Paul's Roman Catholic Church, is one of several church leaders who support Mr Rushworth-Smith.

He would step back if it came to a crunch. But he is certainly not about his protest and feels very strongly about the council's policy," Mr Father Heekin.

Mrs Audrey O'Dell, secretary of Tottenham Parents' Group, has indicated support. "I think it is a tragic and silly waste of life to prove a point. But he has the support and admiration of a large number of people, who believe he is sincere in what he is doing."

A council spokesman declined comment. The council is refusing to talk to The TES because of the international dispute.

Meanwhile, Labour-controlled Haringey's education committee has unanimously approved a policy statement on sexual equality for all.

But a commitment to teach children that homosexuality is "equally valid" to heterosexuality has not been agreed, following public opposition during the consultation phase.

Once the statement has passed through full council, all education institutions in the borough will be asked to draw up their own statement on sexual equality.

But the guideline on developing respect for "individuals and their relationships (including homosexual relationships)" and "a better understanding of sexuality in the context of love, personal relationships and home life" will only apply to schools and colleges. And teachers will not have to teach any subject "contrary to their deeply held religious or religious beliefs".

The education committee has sought to ensure anti-sexist curriculum dance.

Special schools too large - CEO

by Howard Sharron

Ways of countering the growth of East Sussex's special school population have been proposed in a self-critical county council report.

It recommends that more than £1 million should be spent on integrating special needs children in mainstream schools. The money would enable the education department to appoint an additional 98 teachers during the 1988/89 academic year.

The report, *Special Educational Needs in Mainstream Schools*, by Mr Anthony Carter, chief education officer, points out that the special school population rose from 1.8 per cent of all children in 1979 to more than 2 per cent in 1986.

"While the percentages might seem small the trend is against that nationally and comes against a background of falling rolls in ordinary schools," Mr Carter says. "Given the number and nature of referrals, it is hard to con-

clude other than that the ability of mainstream schools to meet special educational needs appears to be reducing, and this is a matter of some concern."

The report frankly admits that the size and organization of the county psychological service needs to be reviewed to carry out the authority's obligation to provide specialist peripatetic services to pupils who need them.

Headteachers are also criticized for using special needs money to reduce general class sizes. East Sussex proposes to make 65 extra staff available in primary schools so that this money can be used properly.

The report also criticizes the uneven way special needs staff are allocated to secondary schools. Only 16.8 full-time staff equivalents are currently at work in the secondary sector and the report recommends tripling this provision.



Help in the pipeline... pupils (l to r) Jeremy Chambers, Glen Taylor and Graham Hodger and teacher Julian Clarke from William Parker School, Hastings, hope to have raised £500 for the charity Population Concern by their 24-hour fast, spent in concrete pipes on the town's seafront.

Father wins 11-plus appeal case

by Janine Wookley

The Local Ombudsman has ordered Wirral to refund school fees to a father who paid for his daughter to attend an independent Roman Catholic grammar school after she was refused a place because of a borderline 11-plus score.

The father, referred to as Mr A in the report, complained that both the council's assessment and its appeal procedures were unfair to his daughter, called "Mary".

Mary was first scored above the borderline in the grammar school entrance exam, but when five more girls were added to the list, her position was lowered.

Having first been offered a place at the grammar school, Mary now received an offer of a secondary modern place, and Mr A appealed against this.

The Ombudsman concluded that the council's delay in not considering Mary at the first independent assessment board which met three weeks after the late girls had taken their test, and thus making a second board meeting necessary, amounted to maladministration.

The council also failed to reply to Mr A's letter announcing his wish to appeal, and this also amounted to maladministration.

The report concluded: "Given the finely balanced nature of the judgement, I think it must be possible that if maladministration by the appeals committee and the council had not occurred, then the balance might have been tipped in Mary's favour."

"Thus, I do find that the maladministration by the council has caused injustice to Mr A. Happily, Mary has been able to attend the grammar school and the council has agreed, as a result of her achievements in the 12-plus examination, to pay her fees from September 1986 onwards. They should also refund to Mr A the basic school fees he has already paid."

Museum charges

The National Union of Teachers is joining the campaign against museum admission charges. The union says that although school parties may still be able to visit important national museums free, valuable follow-up visits by children with their parents may prove too expensive.

Future of English

Representatives of local authorities and teacher organizations were among the 20 delegates who attended a three-day IMI conference on English earlier this week. The conference, which was held at Birmingham, forms part of the IMI conference series of the IMI Curriculum Matters document English from 10 to 16.

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SCHOOL TO WORK

Training the trainers becomes a top priority

A new priority is emerging for the Government and the Manpower Services Commission - training the trainers. At stake, they agree, is the whole future of Britain's industrial training and vocational education system.

The Commission has told the Government that the multi-million pound programmes to modernize and extend training cannot be carried through without teaching people at all levels of industry and in the education service how to provide training. They range from factory foremen to university professors.

A discussion paper being circulated by the MSC estimates that up to a third of the country's workforce have some kind of responsibility for staff development. It sets out a strategy for improving their performance which it says must become a national priority.

The aims of the proposed strategy are to:

- Raise the level of awareness throughout business, the public service and the community, of the contribution competent trainers can make to profits;
- Encourage the setting up of criteria for national standards for trainers and educators;
- Stimulate new initiatives in training, updating and developing trainers and teachers;
- Promote high standards among those with responsibility for helping others to learn;
- Ensure that the standards are relevant to current industrial and commercial needs;
- Identify new developments and the

skills which will be needed in future.

Four groups of further and higher education staff are identified by the MSC as trainers for the purposes of the strategy. They are staff who:

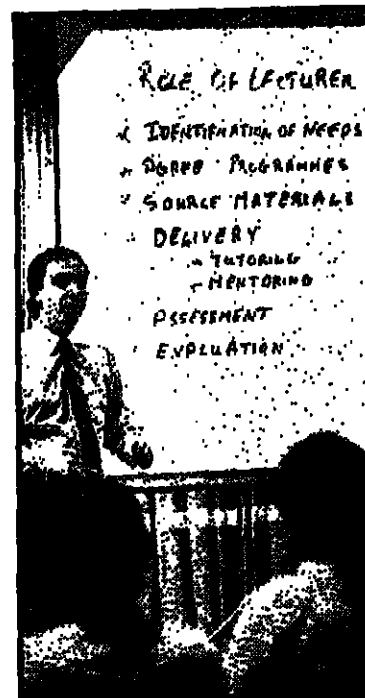
- Operate as consultants, lecturers or tutors, to senior management;
- Are responsible for managing, supervising, and organizing vocational training programmes;
- Teach full-time or part-time;
- Act as tutors' tutors in adult and continuing vocational education.

The equivalent list for industry starts at the top with the senior training directors, manpower advisers, and consultants, and takes in training and personnel staff, full-time instructors, part-time and occasional trainers and tutors; and then, by far the biggest group, the managers, supervisors and experienced workers whose everyday work includes responsibilities for helping staff to learn and develop.

The Commission says there is scope for improving the performance of trainers by:

- Increasing their influence and status;
- Providing higher and more relevant qualifications;
- Extending the number of people who recognize and understand their training role;
- Creating stronger links and more mobility between education and industry.

The Commission sees a wide-ranging role for itself in the strategy, including encouraging employers to act, and by offering high quality support in training company staff to cope



Agents for change: FE staff learn how

with the Youth Training Scheme. It also plans to work directly with the examining, validating and professional bodies.

The agencies, which the MSC says it wants to work with on projects to help vocational education staff to develop skills in organizing and marketing their expertise, do not include the Department but they do include local authorities and the Further Education Staff College. Heading the list is the Further Education Unit, the body which the DES is trying to slim down following an unsuccessful attempt to abolish it altogether.

Further education colleges are, in fact, the spearhead of the drive which the MSC has already begun to improve training skills. Some of the non-advanced further education funding which the Government has put under MSC control is being used to pay for high-powered courses to train college staff as training consultants.

Using this MSC money, the Southern Regional Council for Further Education has organized a nine-week



to make their colleges more responsive to employers' needs

training programme for the five authorities in its area. Eighty staff from 45 colleges - including principals - are taking part.

One of the few organizations that specializes in developing trainers, Trainer Support Services, is running workshops for the course, at which the staff discuss how they can make their colleges more effective as providers for their local employers.

Ostensibly, the objective is to turn the staff into training consultants with the idea that they should help the new local employer training networks being established by the MSC to "audit" the training needs of companies in their area.

But both trainer support services and the local authorities say that the real hope is that they will become agents for change, who will help transform their colleagues' attitudes and activities.

So the students' first task, now under way, is to carry out audits of their own colleges' provision. Then they will produce strategic plans which

will identify what training their colleges need to provide and college courses effectively.

The Southern Regional Council that the staff on their course will be able to act as a "consultant" to the employers' works. But they also point out that most of the senior further education officers involved see this as an important - that their training use them to establish a "new model of training in the colleges."

Recommendations are being made by, among others, the VET participating in PICKUP, with Telecom, Cyprianid, and the Savings Bank as well as the Hampshire County Council and a panel of judges.

"The PICKUP unit's Mr. W. J. Hall says that the programme is positive, with up to 12 places awarded each year. "I hope it will lead to a national scheme - a award for training," he says.

Commission talks to Baker on remedial role for YTS

Remedial education, including basic numeracy and literacy, may become part of the planned purpose of the Youth Training Scheme. Schools may be asked to help employers and other YTS managing agents to help assess trainees and they may even be asked to provide some training.

Remedial education has been a grey area for the Manpower Services Commission ever since the first days of the Youth Opportunities Programme, the YTS's predecessor. Employers and colleges have insisted that many of the youngsters are not ready to benefit from training or vocational education until they have mastered the basic skills they failed to learn at school, and industry representatives have frequently complained that industry is having to make up for the failures of the school system.

Many trainees are given basic skills instruction either as part of their off-the-job training in colleges or on the premises where they work. The MSC, reluctant in the past to authorize courses for fear that the burden of remedial education would be transferred to it by the education authorities, no longer has any direct control now that employers are expected to pay part of the cost of youth training out of their own pockets.

Mr. Bryan Nicholson, the Manpower Services Commission chairman, has started discussions with Mr. Kenneth Baker, the Education Secretary, to work out a policy. They will try to decide whether the YTS should officially set out to provide a remedial education "light down to the three Rs and English" language training for ethnic minorities, or whether it should be paid for by the education service, the MSC or the employers.

already being provided to YTS trainees.

Mr. Nicholson told a conference in Manchester last week: "It is clear that some interesting work is taking place, but we have no clear idea how much, or how well it is done, or who is doing it." He said it was necessary to clarify the legitimate boundary between YTS and the education system, and asked: "Is there scope, for example, for the education system to supply considerable amounts of remedial education as part of the YTS off-the-job element? If so, who should pay?"

Mr. Nicholson said that both he and Mr. Baker felt that they should explore the subject and would like to see greater sharing of expertise and information among educationists, the careers service and YTS providers. "For example, schools have a lot they could teach managing agents about assessing remedial needs, just as managing agents could perhaps assist schools develop their curriculum in terms of vocational education."

Mr. Nicholson, who was speaking at a conference on provision for the



Survey of the remedial education

Time to call in the doctor

CUBA

Pat Smith examines the roots of the ills that are besetting Fidel Castro's once-lauded education system

The rapid growth of education in Cuba over the past two decades has taken its toll with secondary schools currently subject to a painful government review.

Pupils were crestfallen to learn in July that many of them had failed their revised end-of-year examinations but when teachers were called back from their August holidays to prepare for re-takes and still students failed, it was a symptom of something more serious.

Seventy teams of specialists are now visiting some 2,000 secondary schools. And although Señor José Fernández, the Education Minister, said that they were not acting as inspectors, they will be expected to diagnose the problems behind continuing bad results.

Meanwhile, continuous assessment based on regular testing has been replaced by a pass system concentrated on end-of-year results.

A working party set up in April to investigate the teaching-learning process is also expected to call for drastic reforms.

The problems surfaced following a speech by the Cuban president, Fidel Castro, in which he criticized the teaching profession for concentrating on quantity and not quality.

Teachers were using class-notes instead of textbooks, setting easy term tests and even giving broad hints on how to answer exam questions. Equally worrying was the fact that students were having difficulty keeping up when they reached university.

As a result, the exams were suddenly made much stiffer and teachers were no longer allowed to enter their class's exam room.

The outcome was disastrous. In the capital, Havana, only 66 per cent of secondary school pupils passed while in a more rural province, Sancti Spiritus, the pass rate was as low as 40 per cent.

Nationally, the result was an 81 per cent pass rate for secondary schools and 83.1 per cent at pre-university centres - a type of sixth-form college - compared with 94.9 per cent and 93.3 per cent respectively in the previous year.

The roots of the current crisis stretch back beyond this year's reassessment of standards, however, to the expansion of education that followed the successful campaign against illiteracy in 1961.

The existing education system - which was still largely in private hands - virtually ground to a halt that year while teachers, pupils and workers flocked to the countryside to teach a million of the six million population to read and write.

The following years saw a baby boom which, combined with the new opportunities for study following nationalization, led to a swelling of primary school numbers.

The majority of today's secondary



Fewer pupils know the answers now that the exams have been made stiffer

teachers were part of that boom. They were taught in make-shift schools set up in abandoned houses. Their teachers were often untrained housewives or workers.

Through courses and in-service training these teachers were able to qualify professionally but their training was less than ideal. Many of their

pupils became secondary school teachers themselves when they reached tenth grade. And they also had to study while teaching.

This occurred at the same time as the development of "countryside" schools where organization and work was much more complex than any of their predecessors.

These purpose-built schools put into practice the revolutionary ideal of combining work and study. Secondary students spent a few hours each day in the fields tending oranges or picking coffee.

It was an exciting departure and was followed in 1972 by the introduction of a programme called the "Perfecting of our national education system", now criticized for being too idealistic.

Besides teaching difficulties, many pupils were only able to attend school for half a day because of lack of facilities and this problem still exists today in some parts of the country. Cuba has undeniably moved mountains in 27 years: it has virtually wiped out illiteracy, given all adults at least six years of study and the majority nine; it has a huge pre-school network, university intake has increased nearly 13-fold and there are numerous other higher education outlets.

The emphasis on education, as in all sectors, however, has tended to be on results. There are no production targets as in the sugar industry, for example, but teachers are definitely expected to produce the goods.

They are also expected to be shining examples of the model worker - being punctual, attending all meetings, getting good results - while improving themselves by studying for further degrees. At present, about 100,000 teachers are studying for higher qualifications - 13,000 of these full-time. All of this is part of "socialist emulation", a form of continuous assessment, judged monthly, tri-monthly and annually by their colleagues, in which every Cuban worker participates.

Secondary teachers, it seems, have been unable to live up to this ideal and under stress have opted for the easy way out. They are the least-qualified sector of the education system with only 50 per cent of staff with the appropriate qualifications.

The Government has, however, set itself the task of establishing an all-graduate secondary teaching force by 1998 and is also aiming to relieve staff of their bureaucratic tasks so that they can apply themselves more to teaching.

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TALKBACK

TEACHING READING

Getting the message

James Billington

Sid Herbert's article, "Turned on by books?" (TES December 12, 1986) raises some valuable and interesting points about the teaching of reading. Certainly no one would disagree with his three essentialist assumptions on the part of teachers, the vital role played by parents, and the whole process as an enjoyable experience for pupils.

However, he does not mention the principal aim of teaching children to read; that of giving children access to the ideas of the author that are contained in the print.

As early as 1908, Edmund Huey spoke of "the danger of reading words rather than ideas". This phrase, written more than 70 years ago encapsulates much of the essence of reading. From the outset our aim should be to provide a way into the author's thoughts.

There is a view, strongly entrenched in some quarters that reading, in the early stages, should be taught in the form of groups of hierarchical sub skills, delivered in chronological order. The result has been that the child is often left to build these fragmented units into a whole, unaided. Teaching tends to emphasize one element at a time, whereas in practice the skills are part of an interactive process, and they impinge on one another from the very earliest stages.

Letter-based approaches, alphabetic and phonic, and word-based approaches do not take account of the fact that the arrangement of the words in relation to one another critically affects meaning, and even knowledge of the word order may not be enough to ensure understanding.

For many children, learning to read consists of them being presented with a fragmented view of what is essentially an integrated skill. Pupils are often given a text, which they then "read" to their teacher or their parents at home. For many children, reading aloud is the principal or the only activity in the interpretative processes. The main objective is to get children to produce sounds which correspond to the written symbols. Reading aloud is concerned with vocally reproducing the surface print on the page and many of the measures of reading ability, too, are concerned largely with this narrow aspect of the process. Teachers often feel themselves under great pressure to "hear children read", often parents are keen for their child to "read the next book" irrespective of individual circumstances, and the interpretative element, crucial to reading, may not be considered at all.

In fact, when children are presented with a text, just like an adult reader, they begin to develop ideas about the message that is emerging. Learning to read does not come before comprehension, it is part of the same process, and from the outset, the aim of the teacher should be to get a response that indicates understanding.

From the earliest stages, children

should be taught to use all the cues available, semantic, syntactic, phonological and pictorial, and to manipulate language to extract full meaning from it. The aim for the teacher should be to go beyond word recognition and invite a response that indicates understanding.

The practice which exists in many schools consists of reading print aloud first using mainly phonic cues and then interpreting the author's ideas contained in the text afterwards.

An alternative is that the child should interpret the text first, using all the cues at his disposal. The main objective at this stage is not to reproduce the sounds represented by the print on the page, although some utterances may be part of the process, but to organize and recognize thoughts, as the child reacts to all the available cues as they impinge on each other.

The aim is to interpret the "deep structure" of the piece, giving the child access to the ideas contained in it. Reading aloud is principally concerned with reproducing the "surface structure" of the print and this follows after the interpretation of the material.

Arising from this, are questions connected with the nature of the material we put before children. Marie Clay, in her book, *Reading*, gives the example of a child who can identify words, but was reading the text from top to bottom instead of left to right. When he reads aloud, the result of this misinterpretation is "Go, go, go, go, Tim up. Up Tim. Up, up, up."

She rightly concluded that the child had not developed the concept of starting on the left and reading across the page. Read correctly though, we have, "Go Tim. Go up. Go up Tim. Go up." The latter seems to make hardly any more sense than the former. The material which concentrates largely on repetition, with severely limited content, is inappropriate to the task of teaching pupils to read, as it contains no real ideas in which the child can find meaning and relevance.

As many teachers are aware, the context which they create, in which reading is to occur, is of great importance. The opportunities for children to meet real books, where the content does have meaning and to share their ideas about them with the teacher and each other, the status given to private reading in school time, the value placed on reading by the teacher, and warm supportive atmosphere which is created, are all important facets of the process.

Our aim should be, not merely to develop pupils who can decode print efficiently, but children who are readers in the full sense of the word and who have been inducted into the pleasures that books can give.

James Billington is Inspector for primary education in Staffordshire

One virtue of the Coventry agreement was its rejection of the obsession with pecking-order. Subsequent events seem to hinge on re-establishing many gradations of beaks. So Michael Sterne's New Year Second Opinion (TES, January 2) is a valuable corrective: thoughtful, sensitive and humanely realistic in that it attends to how real people work - or don't - in real schools rather than to digital people in the pages of management theory.

The blame for inefficiency in our industry and institutions is often placed on a doubly-divided education system that created manager and worker castes with different, even opposed, identities and interests. We recognize less readily the responsibility of the military ethos and structure, with its fine gradations of officers, NCOs and other ranks, and the self-assumptions it induces in the officer class.

This hierarchical tradition, growing out of a medieval culture that fused military function, social rank and moral worth, has been stronger in Britain than elsewhere, despite our comfortable delusion that, in frequently sublimating it, we have not been influenced by militarism. And it has lasted longer: we retain it, while in Prussia and Japan, for example, it came to a violent end, to the undoubted good fortune of those two cultures.

A military management model is worse for schools than it is even for industry, doing major damage to their function and to the morale - thus the effectiveness - of all who work in them.

As for pay, after a long series of percentage increases, can we any longer justify - on any of the grounds normally used to justify differentials, such as hours of work, responsibility carried, qualifications and training required, scarcity value, institutional significance - the already marked discrepancy between the pay of heads (and, to a lesser extent, deputies) and the classroom teachers, among whose ranks all deputies and heads should be enrolled as substantial part-timers, at least?

Five years spent teaching in the United States left me in no doubt that the division there between school

administrator and school teacher, division amounting to separate structures - is a major weakness of the system. We are now in danger of achieving the same end, though by different route.

Sadly, most of the teacher who have over the last two years, unwittingly, played their cards precisely so as to bring about a situation that will fundamentally damage the role, status and professional satisfaction of all teachers - the very thing that the unions ought to defend.

If our profession divides into administration and staff, linked by Tawney's tadpoles, the consequences for schools as communities in which people - not pupils alone - learn and are to be damaged irreparably. Education service has been bureaucratic deadweight outside schools - mightily encouraged by a cent financial and curricular centralism, can we not be less pretentious? To transpose a favourite division between "senior staff" and "others" has increased, is increasing and ought to be diminished.

Chris Boothroyd is a deputy head, Northumberland.

TEACHERS' PAY

Blood, sweat and tiers

Chris Boothroyd

them. This is hardly surprising, for the purpose is different - essentially life as against death. Perhaps Mr Baker does, in several respects, see schools as theatres of war; we should not encourage him, either by seeking for greater differentials in tiers and in pay, or by enrolling deputies in the heads' associations.

These two trends are related and equally to be deplored. Perhaps there is a respectable legal and educational case for the heads to be associated separately; for deputies to be included there is none.

As for pay, after a long series of percentage increases, can we any longer justify - on any of the grounds normally used to justify differentials, such as hours of work, responsibility carried, qualifications and training required, scarcity value, institutional significance - the already marked discrepancy between the pay of heads (and, to a lesser extent, deputies) and the classroom teachers, among whose ranks all deputies and heads should be enrolled as substantial part-timers, at least?

Five years spent teaching in the United States left me in no doubt that the division there between school

administrator and school teacher, division amounting to separate structures - is a major weakness of the system. We are now in danger of achieving the same end, though by different route.

Sadly, most of the teacher who have over the last two years, unwittingly, played their cards precisely so as to bring about a situation that will fundamentally damage the role, status and professional satisfaction of all teachers - the very thing that the unions ought to defend.

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Chris Boothroyd is a deputy head, Northumberland.

STRUCTURED MATHS

Don't spare the rods

Betty Lumley

After reading Julia Hagedorn's report "Turning the tables" (January 2) it would seem that much could be gained if this problem-solving, discursive, practical approach to mathematics were coupled with a structured apparatus that demonstrated the underlying properties of numbers.

Perhaps this apparatus could be structured rods. Some 20 years ago Colour Factor / Cuisenaire rods were in vogue, but are now rarely to be seen in classroom use. Seymour Papert, Logo fame, wrote in *Mindstorms* that he had spent a long time playing with cogs as a child and this enabled him to have a mental image of factors, ratios, gears and other mathematical concepts.

Rods could provide a similar concrete experience of the abstract arithmetic operations for our children. It might also help to redress the imbalance of childhood experience - *Transformers* versus *My Little Pony*.

Many schools have sets of rods in cupboards collecting dust. The staff who once ordered and used them have long since moved on. Now money is in short supply and we should be thinking of a more practical problem-solving approach to mathematics. It seems sensible to blow off the dust and

provide children with a worthwhile mathematical experience.

To begin with the rods should be used for free play: experiencing different lengths and order, sequential patterns, verbalization of ideas, and relationships between the rods.

Once the children are familiar with the attributes of such colour, the numerical value of the rods can be introduced. With this established the child can move on to see composition of numbers, number bonds, addition, subtraction and so on in a concrete way. More practical tasks could involve odds, evens, factors, fractions, place value and areas.

All these activities can be experienced through games and the "can you find?" approach. This work also enhances spatial perceptions. Clearing-up-time creates a real need for sorting and counting - perhaps one of the reasons the rods are in the cupboards.

Some rods problems complete with cards can be obtained from Jonathan Press, these include pre-game activities and post-game thinking skills.

Do-it-yourself ideas for games and problem cards can be obtained from me at the Curriculum Support Group, London Borough of Hillingdon, Teachers' Centre Annex, Kingston



Lano, West Drayton UB7 9BD. Muddled speculations of rote learning and vague recollections of rote learning all too frequently evident in children's thinking. If they have a clear model of numerical operations, relationships things could be different.

Betty Lumley is a curriculum teacher in Hillingdon.

GCSE COURSEWORK

The impossible demands

Ian Phillips

The final blow came in the small print about coursework. We were duly aware that proposals and outline details had to be submitted to the board by February 15. But it seems the board also requires copies of all documentary resources we intend to use plus carefully worked-out mark schemes.

If the board claims that it cannot produce a decent specimen paper because of the time involved in devising the questions, researching the documentary resources, and working out mark schemes, how are we expected to? Presumably those responsible for this examination are more familiar with these new methods of assessment than most teachers. They are a committee of experts whereas we are a group with less experience.

In addition to teaching GCSE groups in the present fourth year, there is a course work in all and mark for present fifth year groups. We have to be prepared for examinations

We have pupils in the lower school to teach, to set homework for and to mark. We have reports and profiles to write. Somewhere between all this I have to fit in my family life. It is easy for the apparatus of the boards, who spend more time in meetings than in the classroom, to be so enthusiastic.

Finally there is the matter of payment. The boards recognize that we play an important part in the process of continuous assessment and that this lies outside "normal" teaching duties. Why else do they pay us? As the preparation and assessment is going to be more time-consuming, they ought to be prepared to pay us the rate for the job.

They might claim that an exam marker gets paid 70p per script and this accounts for 70 per cent of the marks. We then should be paid proportionately. Such an argument overlooks some important details. An examiner takes the job knowing what the rate is and

therefore accepts this payment. We have no choice. An examiner does not have to prepare course work, we do. We are provided with a mark scheme. I understand that night school fees are paid 23.50 an hour. Perhaps we should be paid the recognized rate for the job.

A few weekends ago I travelled to Manchester to look out reports of the Sharpeville massacre. I wanted to find examples of continuous assessment and conflicting evidence. After a bias and inconsistent report on a micro-film machine I needed a further two hours. There was then a further two hours home typing up the report. I made markings of some promising work. I still have to devote my own time and the mark scheme. I have just one piece of work. I have to prepare another seven to prepare the board take all work into account, deciding how much we have to do.

We are told that the board understands our problems - they are up of teachers who share our views. That may be: but they are not the children of Israel but we are only one who came down with tablets of stone.

Ian Phillips is head of history at High School, Chorley, Lancashire.

FEATURES

Happy Days?

An exhibition of educational ephemera

An exhibition of ephemera is a contradiction; the truly ephemeral wouldn't survive to be exhibited. But the Ephemera Society is dedicated to rescuing and preserving the transient, because what's routine, personal and trivial in one age is the raw material for re-creating that age in another.

Educational ephemera is the subject of the society's exhibition "The Happiest Days of Your Life", which is about to take off from the Barbican library in London on a tour of the country. These carefully assembled offerings of history provide a backward shaft of illumination not just into the educational scene but into the world of childhood itself.

It's a world of constraints and rewards, and of heavy moral pressure, not to say propaganda. When is education not indoctrination? In every area, from alphabets and grammars to school rules, prizes and leaving certificates, it's made clear to children not just what adults expect them to learn, but how to behave.

Attendance certificates abound (never absent, never late), not least because school grants tended to depend on numbers of pupils. Prizes are awarded for Propriety of Conduct as well as Algebra and Euclid, Universal History, Secular Subjects and music. And at Haverstock Hill senior school in 1879 Henry N Mattingly got "Fourth prize for Rescuing from Drowning". You can't help wondering what more he could have done to have come first, second or third.

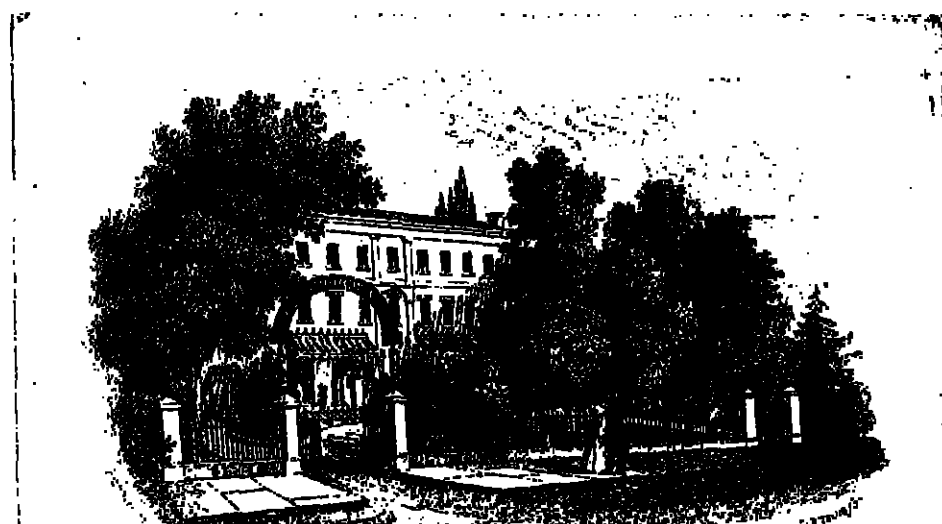
Most revealing are the built-in assumptions. You wouldn't get a prize at school these days for Military Drawing or Gentlemanly Deportment or be awarded a certificate of "Shares of Stock in the National Bank of Merit".

It's all an object lesson in Victorian values - capitalism, class and duty, cleanliness and Godliness, fighting for your country and knowing your place. Not all of it came easily to children. Offences listed at the National School in Hitchin include "answering a teacher poorly", and "sly grinning behind teacher's back".

A more pathetic reaction to attempts to change what came naturally is shown in the rules laboriously and inaccurately penned in a child's own hand. "You are not to say toone instead of too. You are not to call mother instead of miss."

Parents are also told what's expected of them in no uncertain terms. They must send their children to school clean, washed and combed, call on children at home to repeat their catechism as often as is in their power, prevent and check all profane and improper language, and set their children an example of honesty, sobriety and a ready submission to that station in life in which they are placed.

Whether parents conformed to these rules or not, is as doubtful as whether their offspring did. There's a hint of the wariness born of



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The cost of education at a prestigious boys' school

experience in the injunction that "parents shall submit the children to be chastised for their faults and forbear coming to the school on such occasions". Teachers might like the chance to send notes home to that effect today; stropky parents we have always with us.

Behaviour at school dinner doesn't seem to change either. The dinner rules at King Alfred's school, Hampstead, in the 1950s seem more descriptive of what did happen than prescriptive of what shouldn't. No tilting up of chairs in order to bag places. No articles to be flicked, thrown or propelled. Vegetarians may not come up for seconds until they see Mr Johnson get up. And with desperation creeping in - no banging of anything on anything.

The pressures in teaching materials are more subtle. Although it was "Grandmamma" who published her *Easy, Merry Multiplication*, mathematical problems seem to have had a bias towards the male sphere of the military. A set of illustrated grammar cards from the 1820s is a neat bit of gender and class stereotyping: "Charles rides well, the horse gallops, Ellen works neatly, sings sweetly, sews industriously, a good girl relieving a poor, lame man."

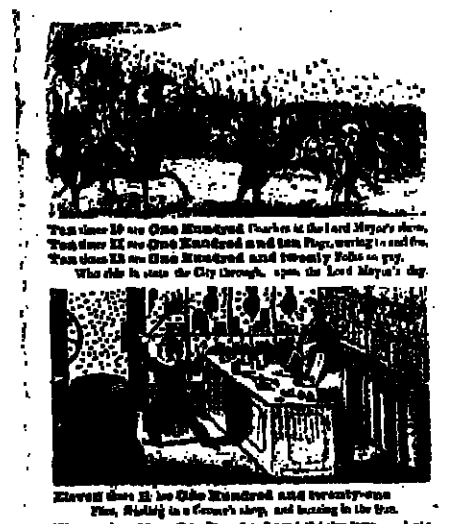
Right through the 19th century and well into the 20th there's an overwhelming emphasis on instruction rather than development. The rather

naïvely named Middle Class School must have been a rare maverick in the value system of the 1880s, with its commitment against corporal punishment, its open access to the headmaster for pupils and parents, and provision for free of the carpenter's shop and lathe room during free time.

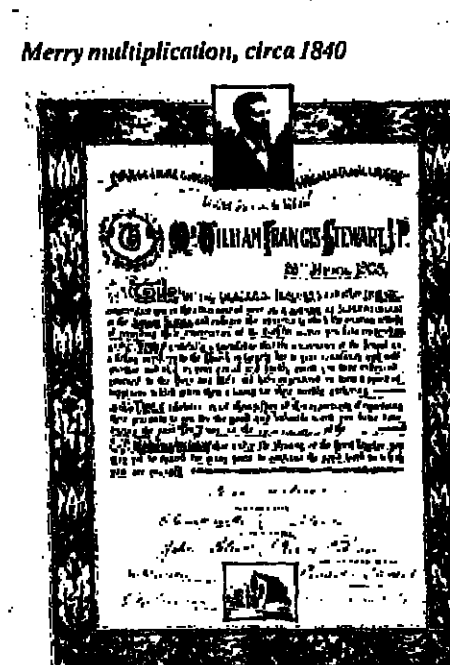
Otherwise it's just assumed that there's a right way of doing everything, and all the child has to do is learn what it is, and do it. Vere Foster's 19th century painting books refer to "colours to be used", and his copybooks were for just that - copying out edifying sentiments: "Yield to superiors. Jealously maintain your principles." A barely started sheet in wobbly nascent copperslate survives to deliver the wistful message: "Obey your parents, beauty soon fades." The rest is blank.

Well, education always was social control, and these attempts by the powerful to impose in the name of education the values most convenient for maintaining their power are perhaps no more transparent than ours will be a century from now. The most successful transfer of values though, seems to have been in the public schools, to the next generation of the powerful. After all, it's a great deal easier to submit to your station in life if it's at the top.

But duty called earlier at the top, too. A letter to parents from the headmaster of Harrow on



Merry multiplication, circa 1840



For a new Sunday school teacher, 1905

August 12, 1914 instructs that although there might be obstacles in the way of the school reassembling in September, troops, perhaps, being quartered there, still all boys not yet required for active service should return to school at the proper time. But the Officer Training Corps had done its job, and no doubt some boys were required for active service, had had their final summer holiday, and never returned to school at all.

All through the exhibition the tenor of concern and confidence amongst the educationists is striking. "This boy has been very troublesome this week," reads a school report. "Inattention is his fault, but we shall gradually improve it."

There are some more demonstrably accurate predictions too, such as the one on the report of a 12-year-old David Steel: "A very fair start - he'll come on", and the suggestion that a certain Roy Strong, who came top in art and history: "Should do quite well".

You don't easily find this calm optimism in today's profession, shaken by public attack, and undermined by lack of support. It's sad to think that common amongst the ephemera of the 1980s will be the notices of school closures due to teacher industrial action.

Jessica Saraga

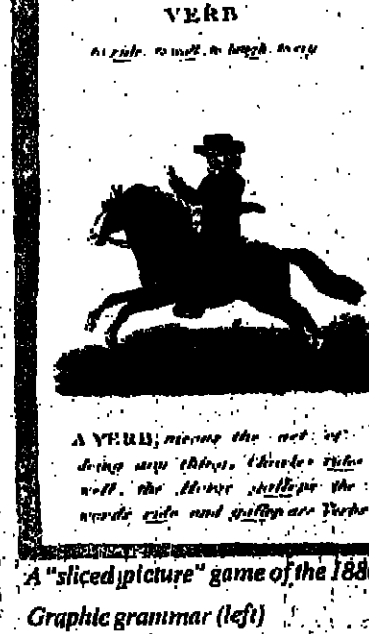
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TOUR DATES

- Tolson Museum, Huddersfield (Jan 23-Feb 20)
- Dorman Museum, Middlesbrough (Mar 2-Mar 30)
- Carnegie Library, Ayr (Apr 6-May 4)
- European Centre, Folk Studies, Llangollen (May 12-Jun 5)
- Gosport Museum (June 15-July 10), Jolcoy Museum, Newcastle on Tyne (July 20-Aug 14)
- Russell-Cotes Museum, Bournemouth (Aug 24-Sept 18)
- Colchester & Essex Museum (Sept 28-Oct 24)

An illustrated book, *Happiest Days of Your Life*, will accompany the exhibition. Published jointly by The TES and the Ephemera Society, the book is available, price £1.95 (inc p&p), from the Promotions Department, The TES, Priory House, St John's Lane, London EC1M 4BX.



A "sliced picture" game of the 1880s

THEATRE FILMS TELEVISION ART MUSIC THEATRE FILMS TELEVISION
BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS
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Life in the Outer Hebrides

In January 1905, the great collector of gaelic lore, Alexander Carmichael, was on the island of Eigg in the Inner Hebrides. When he asked an old lady, Janet MacLeod, if she knew many songs, she told him "my father's people were famous for old songs and things of that kind - was it not about them it was said that they never forgot any poetry or lore but were constantly adding to the cairn". Her father had come from Skye, with little or no possessions, only his songs and his lore. When Carmichael's companion suggested this was meagre compensation, he was rebuked by Janet. "You think not?" she replied. "Everything that endures is good. 'Riaghlaidh goitrid air an or, ach riaghlaidh fada air an oran'. Shared gold goes not far, but a shared song lasts a long time. A gold coin goes not far but a good song will suffice for a whole world of people."

Janet MacLeod's reply epitomized the love of the Scottish Gaels for their great oral tradition. It was and remains a cultural legacy without par in Europe. Sadly, even in Scotland itself, the enormous scope of this tradition, the passionate intensity of its songs, the craftsmanship of its stories, the sophistication and vigour of its poetry is all too little known and seldom taught. The music, both of the melody and the rich expressiveness of the Gaelic language, are, of course, an essential part of a culture that was, above all, oral, a repertoire that was meant to be performed, to have a listening audience. Yet even in translated text, the quality of expressiveness, the strength of emotional drive is apparent.

John McGrath's presentation of the 2,000-year history of the Scottish Gaels through the medium of their song and poetry begins its story with Janet MacLeod and the song she regarded as the finest of them all, the song of Scathian, Son of the King of Ireland, of which a fragment says: Many a glen and ben we travelled, I was in Glen and Uist with you, I was in Sleat of the yellow-haired women with you, I was in Iona of the nuns with you, I was in the land of the birds and eggs with you, I was in Ireland, I was in Rome with you, I travelled Brittany and Burgundy with you, I travelled the Boyne, I travelled Munster with you, I was the day before yesterday and last year with you.

I was from Cape to Cape with you, I was in Kildonan of the pines with you, I was three years on the hill with you, Better to be with Scathian on a coil of heather rope Than with a King's son on a bed of linen.

The song reflects a time when Scotland and Ireland shared a language and a culture and were on easy speaking terms with the high culture of Europe. It ranges from the familiar places of the Scottish Highlands to the heartland of Christian Europe in an imaginal imagery of love and the memory.

A shared song

Tomorrow Channel 4 begins a three-part documentary 'There Is A Happy Land', in which John McGrath presents a 2,000-year history of the Scottish Gaels through the medium of their songs. Ray Burnett, on whose research the programmes are based, writes in praise of this great - and greatly undervalued - tradition

Although much of the tradition was sustained in later years by poor and dispossessed men and women, it contained a wealth of comment upon the great social and political events that had affected Gaelicdom over the centuries. It could tell of dismay and anger when the "adze-heads", "men of the yellow stick" and "crooked croziers", cast aside the warrior values of the ancient Fianna for the tinkle of the church bell. And it told of the dismay felt throughout the Highlands at the later date of 1707 when the Scottish lords in parliament entered an Act of Union with England through bribery and avarice:

Lord Seaforth from Brahan
There will be no peace for you
As long as you live -
There will be a hot hunt at your heels
The length and breadth of Europe.
If I had my way, I would melt down a pan of gold
And inject it into the shell of your skull
Until you had your fill of it -
Right down to your boots.

Iain Lom, who composed this vitriolic denunciation of the Scottish lords, was equally at ease with the complexities of Scottish and English politics and issues of state as he was with the Gaelic traditions of the great Clan Donald to which he belonged. Social and political comment could stand alone, or they could underpin personal expressions of grief and love, sorrow and joy. Sometimes it could blend together as in this "Song to Prince Charles" composed shortly after the tragedy of Culloden:

Young Charles of the flowing hair
I saw a great army following you,
They were high-spirited and I was fearful,
Now the tears roll down from my eyes.

They killed my father and my two brothers,
They ruined my people and destroyed my family,
They destroyed my land, they raped my mother,
Yet I would be less sorrowful if you had won the day.

Remarkably, or perhaps not, the oral traditions of Gaelic culture, the expressions through song and poetry of the people who were the actual participants in so many key events in Highland, Scottish and British social and political history, are seldom taken seriously by academic historians. Our schools, colleges and universities are full of textbooks which deal with the traumatic upheavals that took place in the Scottish Highlands, in the 18th and 19th centuries. Few cite the Gaelic themselves as sources. Textbooks on the great Sutherland clearances which quote, often at length and generally with approval, the views of the "improvers" are plentiful. How often do we hear the voice of this dispossessed themselves, the continual voice of the bard who commemorated the First Duke of Sutherland not with a statue but with a song:

"First Duke of Sutherland, for your deviousness and your collusion with the Lowlanders, the depths of Hell are what you deserve. I would much rather have Judas by my side than you." Yet what could be more expressive of the feelings of the communities cleared during those years than the words of an anonymous bard from the west who left his own riveting historical statement in the memory of his people:

will be severed one from another, they will be destroyed from shoreland to moorland. The happiness will come upon my word."

Throughout the wave of land agitation and the seizures which swept the Highlands from the 1880s to the 1920s, the people commemorated events in poetry and song, in verse and popular music. By the turn of the century, the Highlands were increasingly encapsulated in the wider patterns of events.

The Great War and the Depression in the Highlands as devastatingly as anywhere else in Britain. John McGrath concludes his edition of the history of the Highlands through the songs of the Highland communities with the compositions of one of the last of the bards, Murdoch MacFarlane of Melbost in Lewis. Murdoch's deeply moving "Militia Song", on the Great War has none of the swag and swagger of jingoism so often associated with the Highland tradition of soldiering:

"In the year nineteen hundred and four when the barley was ripening, the sound of marching armies was heard, filling us with dread. The storm approached, darkening our sun as night swallows twilight bunting our path."

"The storm broke and the flood of the year, Europe; a wash of the red blood of the year, yes, the youth of the line hair. The blood of their veins and hearts split and soaked through the grass - it cooled, congealed, and lost its strength. Victory, your price is high, high, indeed, your price is high."

Like the many others who composed poetry and song in Gaelic on the First World War, that matter the Second, Murdoch MacFarlane's compositions are not generally known. The Gaelic casualties in both wars were high, his reflections on the matter do not generally appear in our many anthologies. Murdoch MacFarlane, a few years ago. To the end he was a campaigner against the huge Nato base currently under construction near his home outside Stornoway. One of his spirited songs in praise of the Gaelic language and culture was adopted by the peace movement as a sort of anthem. The peace of Gaelic culture as a symbol of humanity and peace as opposed to militarism and war is a new. Thirty years before when the American Morrison erected the statue of "Our Lady of the Isles" as a protest and Donald MacFarlane, the bard composed a spirited song in a very popular pipe tune:

"It's the rockets, the rockets, the rockets from America that have come to our aid and to us. And if they are to be of any use, let's live if we break out." No doubt it would be a hit down at Cullinstown. But with more attention to the oral tradition, as well as important to the cultural legacy as any Gaidheal, it would be a hit too.

When the ruins are cleared

Anthony Field reviews Sir Roy Shaw's apologia, and takes the argument a stage further

The Arts and the People. By Sir Roy Shaw. Jonathan Cape £9.95, 0 224 02356 X.

Arts administrators world-wide will welcome a new volume, however slim, on arts policy to help fill the sparse shelves devoted to this important and topical subject. Sir Roy Shaw tackles head-on eight questions which are important to all in present-day society who value the quality of life. However, one is immediately surprised that, with his extensive experience both as a professor of adult education and as Secretary-General of the Arts Council, Sir Roy has only produced 140 pages of distilled wisdom. Recently, the Arts Council's clown Charles Osborne produced over 300 pages of fun memoirs of life in Australia and then as the Council's Literature Director.

Sir Roy's series of essays veer from a brilliant analysis of the reasons for spending public money on subsidising the arts when people are dying for want of kidney machines ("What Use are the Arts?") to being side-tracked into anecdotes about Charles Osborne in the essay "The Twilight of the Arts Council". Sir Roy writes "Literature has always been a problem for the Council" without exploring the very real reasons why it has been such a problem and how they might be overcome.

Further, his exploration of the Arts Council's general policy falls into exactly the same pitfalls as all other critics of "a policy of response". The present Arts Council, its Chairman and its Secretary-General obviously suffer from a similar shortage of memory. Every statement issued in the past couple of years, including *The Glory of the Garden*, implies that its thoughts are original.

But anyone reading the gold-mines comprising the 40 Arts Council Annual Reports will find Council policies set out in considerable detail as it evolved. Its first Annual Report (1945) has a section titled "Policy", as does the second Annual Report - and so on. Indeed, what Council would have the effrontery to lay down a policy, let alone for the long-term, when in fact it has the responsibility to respond to the creative artists? Who would conceivably have known in 1955 that a year later George Devine was to launch the English Stage Company and within the following 12 months have launched into the drama world John Osborne and the decade of the Angry Young Man theatre. No council nor committee could evolve a policy which could result in Joan Littlewood producing *A Taste of Honey*, *The Hostage* and *Oh, What a Lovely War* when receiving an annual subsidy of £1,000. Sir Roy merely concludes that he "would question whether the lack of policy was of benefit to the arts". Perhaps the answer is that it was of benefit to the creative artists who rejoiced in a flexible and responsive policy which made it possible for them to produce new work. The preface to Peter Ustinov's *The Banbury Nose* reminds us that "Life must be lived forward but can only be understood backwards".

The introduction to *The Arts and the People* provides a clue in that Sir Roy's emphasis has always been on the Council's two chartered duties which he considered had been most neglected - "to improve understanding of the arts" and "to make them more widely accessible". Thus Sir Roy allies himself with the arts administrators who see the arts as a service, like libraries and swimming baths, rather than a creative process dependant on the artists themselves. If we have to neglect the prospective theatregoers of Polperro in order to support a Benjamin Britten then I have to admit I have always supported the fact that it is a priority for the Arts Council to ensure that the world receives *Peter Grimes* for all time to transport an audience to a performance - which is not necessarily an Arts Council responsibility in any case.

The sixth essay deals with the stan-

dards of the work of artists under the title of "Democracy and Excellence" and Sir Roy, like all good academics, quotes extensively from Marx and Engels, Plato, Marcel Duchamp, even Lord Grade and Kingsley Amis. However, it is still difficult to reconcile what appears to be Sir Roy's belief that excellence in the arts is important with his pride that "we are all democrats now".

The two longest essays come at the end of the book: "Politics and the Arts" and "Art for the People". Both these pieces are rich in ideas and will be used as a basis for discussion by arts administration students the world over for years to come. In his discussion of the problems caused by subsidy being given to both right-wing and left-wing activities, Sir Roy does not choose to emphasize sufficiently what is really the heart of the problem which is the quality of the work. The importance of the arts' length principle is that Shaw's left-wing plays should be assessed as bad theatre and not subsidised.

The sadness is that so many politicians cannot see and will not accept that the Council's decisions need to be related purely and simply to artistic excellence.

Similarly, in *The Arts and the People*, Sir Roy finds Lord Goodman's assertion that "the last freedom left is freedom from culture - people have a right not to be cultured". While we were both working for the Council I was never able to convince Sir Roy that there are people who quite naturally are not interested in opera or ballet or jazz - or fishing! He quotes T S Eliot a number of times but omits Eliot's "appreciation precedes comprehension".

People have a natural appreciation for certain activities or interests and Sir Roy sometimes shows a surprising intolerance of those who do not share his beliefs and interests. It is unfair to brand those who believe that certain people have certain natural interests with the Kingsley Amis assertion that "most people aren't truly accessible to art". It often has nothing to do with accessibility. I have known prisoners in Wandsworth who have shown as much interest in theatre as company directors have in hunting, shooting and fishing. Even if Sir Roy is correct in wanting to increase enormously the percentage of the population who attend arts activities we can actually accommodate only a fraction more without building new theatres, concert halls, art galleries and opera houses.

Nevertheless, Sir Roy fully recognizes the need to bring the very finest art to those who are interested and not to attempt to wean them to professional Wagner through amateur Gilbert and Sullivan. He states that "to encourage people to write their own poetry instead of reading Eliot is to encourage cultural impoverishment".

Finally, Sir Roy refers to the relatively small number of people comprising audiences in say, theatres, compared with the number of those watching a single performance of a television drama or hearing a radio play. Again, it is a pity that he does not give space to the fact that creative



Anthony Field is professor of arts administration at the City University. He was for 27 years finance director of the Arts Council and is now a West End producer.

artists used in television, film, radio, magazines, newspapers, advertising and so on are all scavenged from the subsidised arts. However, in his essay on "The Case for Subsidy" Sir Roy does indicate that without Arts Council aid there would be no entertainment industry.

The Arts and the People throws down challenges to the reader and offers no easy answers for the arts administrators. But I know that Sir Roy agrees with Katherine Anne Porter that "the arts outlive governments and creeds, even the very civilizations that produced them. They cannot be destroyed because they represent the substance of faith; they are what we find when the ruins are cleared away".

Anthony Field is professor of arts administration at the City University. He was for 27 years finance director of the Arts Council and is now a West End producer.

On page 33 Michael Church discusses the Arts Council's new policy for literature.

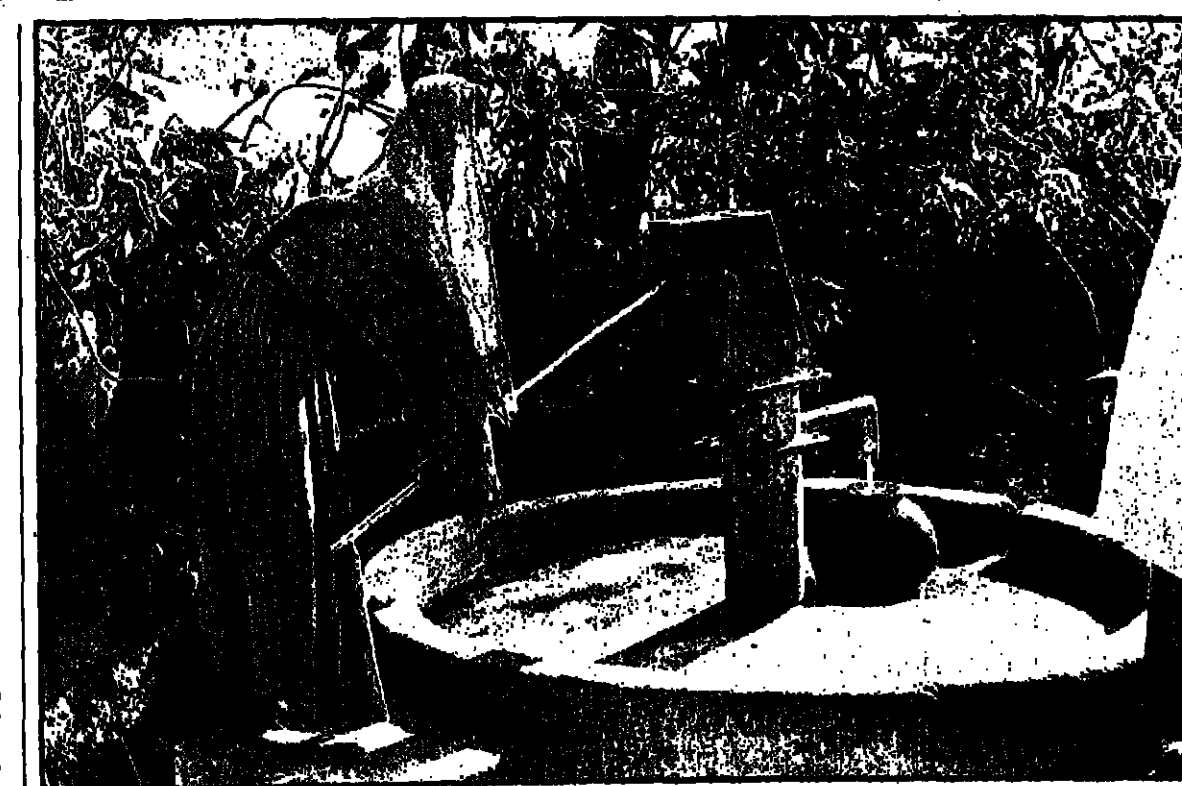
Poor losers

Does Aid Work? By Robert Cassen and associates. Oxford University Press £25.00, 0 19 877250 5, £9.95, 877249 1.

All countries need to invest for their future. Where undeveloped or less developed countries differ from their richer brethren is simply that we can raise money from any number of private individuals, public institutions or governments. They cannot. The poorer countries are the ones they have to depend on the World Bank to borrow the money for them, and then lead some of it on, until among the poorest countries straight borrowing is displaced by the begging bowl: in Mali, for example, aid provides around 90 per cent of all investment and 80 per cent of all public expenditure; in Bangladesh it finances the country's entire development budget.

The process which leads a country to be deemed worthy of credit in its own right is what development is all about. Digging wells or building steel works are not enough. Political, administrative and judicial institutions are needed to provide stability for local investors and those from overseas, while communications, transport, commercial and educational systems are required to make that investment viable. The question is, can the process be hurried along or, in other words, does aid work?

This is the big question; and the answer provided by Robert Cassen and his associates is a clear "Yes". It may be true that when all developing countries are considered together there is no consistent pattern between aid and "growth", but the picture changes when the focus shifts to individual countries. In India, for exam-



A hand-pump in the Indian village of Ramchandpur

ple, although aid has never exceeded 3 per cent of GNP it has had an impact far in excess of its relatively small amount. The authors convincingly argue that but for the development of high yielding crops, India's economic development would always have ground to a halt whenever bad harvests forced the country to spend its scarce foreign exchange on importing food.

Most of the book is therefore concerned with a series of smaller and more detailed questions: do aid projects work? How can they be made more effective? Why do some not work? Does aid discourage market forces? Does it reach the poor? Does it encourage local politicians to adopt realistic economic policies? This is the meat of the book and it is tough going. The authors were com-

missioned by the World Bank and the IMF to review the effectiveness of aid; and their book is the most comprehensive assessment of the work of the largest agencies ever published. In a field where anecdotes are rife and are used to support rapid generalizations, it should change the language of debate. Like the report of any official commission, their work is packed with considered judgements, but is thin on specific details. If no teacher can afford to ignore this book equally none will be able to prepare a lesson drawn solely from it; and the absence of an index makes it unnecessarily difficult to use. Thus one is told, reasonably enough, that large corporations are keen on increased aid, but not which ones; one learns that aid agencies, frustrated by a government's adminis-

trative incompetence may set up their own successful institutions in say Southern Sudan and that this may further weaken a government's administrative capability. But beyond this snippet the book is silent on the wider issues of aid and state. *Does Aid Work?* is therefore not a book of revelations; but there is still much to be grateful for, particularly the common sense which supports the findings: thus aid "works" in the sense that most agencies feel that between two thirds and three quarters of their projects successfully attain their goals - it is worth remembering that in this country, one which is far easier to operate in, 80 per cent of new businesses fail within two years; aid does not foster centrally planned, unyielding economies as private enterprise. (In fact a report by the US treasury showed that only 6-8 per cent of all multilateral or untied aid was spent on projects which were public sector ones in developing countries but would have been in the private sector had they been undertaken in the United States.)

The authors argue that aid reaches the poor but only if the project is designed to do so; that countries are willing to discuss and change their economic policies but not without a corresponding financial commitment on the donors' side and a willingness to engage in this policy "dialogue" with an open and flexible mind; that countries, mainly those in South East Asia, which have vibrant economies are precisely those which make best use of aid, while those which need it most, those with poor administrative skills become overburdened like Burkina Faso with supporting 350 separate aid missions or as in Kenya find that donors have supplied 18 different types of water pump and that pumps from one country have been replaced by those from another when the donor changed. Above all, the authors stress that "Agencies are not all that good at learning from their own mistakes; they are even worse at learning from each other's mistakes, since there is insufficient information exchange among agencies of project experience".

These findings support their recommendations: that aid agencies and recipient governments should co-ordinate their activities to ensure that their collective efforts do not produce lopsided development; that evaluations of aid should not look just at whether the particular road was built or clinic established but should assess the total impact of aid upon a country several years later; that donors should be consistent in their policy advice - it being hypocritical to preach the virtues of market forces while simultaneously tying aid or erecting tariff barriers against developing countries "cheap" imports; and that donors should give more weight in their programmes to the crucial role women can play in attacking poverty.

Peter Parker

BOOKS

Reforming, deforming

Froebel et al

lingo

Boundary

Everyday stories



What next?

Fact file

10

ARTS

Television

Chateau in the air

Châteauval
Channel 4 Mondays, from January 26,
8.30-9.30pm (dubbed); Wednesday,
from January 28, 5.00-6.00pm (sub-
titled).

Despite *Howard's Way*, the successful English soap operas have been solidly working-class, defending our screens against what the French Minister of Culture Jack Lang called "intellectual imperialism" by leaving dramas of power and wealth to a fully-tale Transatlantic Duastylend. The French answer to this invasion was more subtle. *Châteauval* is not merely *Dallas-sur-Loire*, nor is it *Du côté de chez Howard*. The French use a word, *feuilleton*, for "soap opera" which is also applied to the part-publication of 19th-century novels, allowing Jacques Decour, the producer, to refer hopelessly to "the literary tradition of Balzac and Dumas", but it is not that, either. *Châteauval* is pure popular television, with elements that mark it as distinctively a product of French culture, and this adaptation of the features of the American genre to European themes may be accounted something of an anti-imperialist triumph.

The plot centres on a familiar dynastic struggle between two families. The patriarch, Antonin Berg (Jean Davy) owns the local newspaper, *La Dépêche républicaine*, where the young star André Travers (Luc Mérida) works as a reporter. In the first episode, his friend Paul Bossis (Yann Dedeo) is murdered while uncovering a story of corruption involving the local authorities and a construction firm, and André is left to console Paul's pregnant girlfriend, Catherine (Sylvie Sibb), the daughter of a Yugoslav immigrant family, the Kovals. From this point, the plot becomes rather more complicated. Antonin's daughter, Florence (Chantal Nobel, now recovered from a much-publicized car crash), is in love with the Mayor, who may be involved in the scandal. Antonin's best friend is Gilbert Bossis, father of the murdered journalist, and his daughter-in-law, Marie-Louise, openly despises the Kovals as "gipsies", his son, Armand, is a surgeon with political ambitions. Other characters



make introductory appearances in the early episodes and will doubtless figure more prominently later in the 26-part series.

Châteauval was filmed mainly in the Loire valley, and there is more exterior and location work than in the average *Dynasty*. The Berg home, "La Commanderie", is in reality the Château de Mauvières, near Versailles, and you don't find many locations glossier than that; but the Kovals' farm, the newspaper office, Catherine's apartment and the Bijou Bar suggests the everyday actuality of provincial life.

Intricate though it is, the storyline should present no problems for anyone who can follow the affairs of the Colbys or the Carringtons, and we soon discover which characters to love and hate. Antonin is that familiar soap opera figure, the tyrannical father; Marie-Louise is already turning out to be a nasty, screwed-up and possibly frustrated wife; Florence may, or may not, see ambition for love; and so on. At the same time there are references to French life and politics which it is helpful to decode: Antonin, "Le Vieux", was with De Gaulle in London during the war and the attitudes of the younger characters towards him also represent a stand towards a particular generation in French society. "I refuse

to go on the pilgrimage to Colombey," Florence says. We learn something, too, about the strength of the French provincial press and about local politics: a mayor can also be a cabinet minister in the government (as Gaston Defferre, Mayor of Marseille, was under Mitterrand), the system of council house financing is different and a French consultant has a rather special way of publicly telling his patients how to deal with their gynaecological problems.

Channel 4 is showing *Châteauval* in a dubbed version on Mondays and subtitled on Wednesdays. The dubbing is passable, but anyone with a smattering of French should try to catch the Wednesday repeat. Even if not actual classroom material, it will appeal to most adolescent learners and, as well as reinforcing some phrases, provide subjects for discussion about contemporary France. The language is colloquial, of course, but a good deal less slangy than *EastEnders*. The emphasis on real politics clearly distinguishes this from American soaps and, if not all French people live in Châteaux and give presents of caviar to the delivery boy, neither do they spend their time, as school textbooks imply, in the classroom, in the market or buying tickets at the railway station.

Robin Suss

Duellists

done or for which they have been trained, and that they may have a "village mentality" which confines them against taking work outside the immediate area where they live.

Given the state of public transport in London, even without "adverse weather conditions", this is hardly surprising (though poor services, too, are partly due to recruitment problems on the buses and the railways). The weather has made stars of the weathermen and dominated the nightly news bulletins, as well as providing comparisons with other countries. There have been reports from Frankfurt and Mulhouse on provision for pensioners and down-and-outs. Britain, it appears, comes top in the European league table for deaths of old people from cold and this is the only country liable to sub-zero temperatures where mains water supplies are sited in chilly attics. Foreigners believe that the weather is our favourite subject of conversation, and that, too, was confirmed.

Anticipating future hot spots, *Diverse Reports* (Channel 4, January 14) gave the background to the recent troubles in British jails and to the looming confrontation between the Government and the mainly right-wing Prison Officers' Association; while *This Week Next Week* (BBC1, January 18) saw a potentially explosive situation in the South Atlantic following the extension of the Falkland fisheries limits in two weeks' time. George Younger, the Secretary of State for Defence and George Foulkes, Labour foreign affairs spokesman, debated Government policy on what is either a matter of principle or a persistence in pig-

headed folly, according to your point of view.

The "magazine" formula of programmes like *Timewatch* (BBC2, January 15) allows them to deal flexibly with items that would not extend to a full-length documentary. The programme showed how, between the end of the 18th century and the middle of the 19th, public opinion swung against duelling, no longer considering it a matter of honour, but a waste of lives and a focus of aristocratic privilege (literally, a private law applying to an individual or class). Out of Court (BBC2, January 14) and *Bandung File* (Channel 4, January 17) both included reports that cast doubts on the workings of the legal system, especially towards black people: the first compared charges and sentences resulting from the Handsword and Broadsword Farm riots (in Handsworth, Asians were killed, in Tottenham, a policeman, and there are no prizes for guessing what the comparison seemed to imply); the second looked at the experience of a black barrister, Courtney Griffiths, whose professional status does not immunize him against the petty racism that his clients have to suffer in a still-racist court.

Catching up with *EastEnders* (BBC1, January 18), I learned that Arthur has been taken off to the funny farm and Kelvin's parents, to judge by the expression on their faces in the last frame, do not approve of the stripogram arranged for his birthday party (Albert Square, miraculously, is the only place in Britain untouched by snow). Soap opera has its own private laws. The rest of us, stamping our feet in the bus queue, can remember the advice of an early 19th-century handbook which advised the duellist, if hit, to show no alarm. "And if he dies, to go off with a good grace."

Radio

No contest

David Self, who had a hand in 'Top of the Form', looks back with mixed feelings on that much-maligned series

Last September, when it was announced that *Top of the Form* was to be axed, the *Mail on Sunday* reported that it would be replaced "by a new inter-schools programme with a non-competitive format. Pupils will no longer be asked questions which have a 'right' or 'wrong' answer, but will be quizzed on subjects like pop music and peace studies". Well, *Pop of the Form* duly "aired" (as the latest jargon has it) on Sunday (Radio 1, 3.30pm). Twenty seconds into a quiz consisting entirely of right/wrong questions (and none about peace studies), the quizmaster was announcing the obvious: "There's rivalry here already."

Before going any further, I must declare my interest. Yes, for the last two years I have set the questions for *Top of the Form* and both I and my bank account were sorry to see it go. However, any show which has been broadcast every year for 39 years might be considered to be at the end of its shelf-life, if not decidedly past its sell-by date. Far more interesting than its demise was the reaction.

In a witty little article, *New Society* chuckled, "A game... that is presented by Geoffrey 'Songs of Fraise' Wheeler stood little chance of survival". Clever, except that Geoffrey Wheeler has never presented the radio version. He did introduce the television version but that ended at least 12 or 15 years ago and his connection with *Songs of Fraise* sadly ended over a year ago.

It was the *Mail on Sunday* which made the most fuss. It claimed the show was being dropped because it was "unfair on children who got questions wrong" and thought its axing a "symbol of what has been happening in Britain's classrooms in recent years". The *Listener* also thought "the questions have had to keep pace with the headlong decline in educational standards" and went on to side with the axeman. "This is one of that tiny band of Radio 4 programmes which actually drive me to switch off." Confusingly the same critic was writing at the end of the series, "It was sad to hear the very last of *Top of the Form*."

Now I am quite aware that for many it was unacceptably elitist and competitive (but then I caused huge offence last year by suggesting to a group of Warwickshire primary teachers that, when producing a school play, you try to do your best just as you try to win an inter-school match). That said, the pupils I have spoken to at recording have all seemed to enjoy competing and in several schools it was the pupils' idea to enter.

Sword quest

The Silver Sword.
The Unicorn Theatre. Until Feb. 8.

One of the strengths of *The Silver Sword* (and of *The Diary of Anne Frank* now being televised so evocatively on BBC1) is the dramatic juxtaposition of family life - its generosity, jealousy, squabbles and laughter - with the inhumanity of war. There is a moment near the beginning of this production when we are told that the Germans are marching on Warsaw. Instantly, the walls of the Balaban house, where a birthday celebration has lately been in progress, become transparent and a soldier, high in a tank, is seen bearing down on the occupants. They are powerless; the war machine is relentless.

Nothing else quite lives up, visually, to that image in Chris Wallis's production, but the story itself is sufficient to hold the audience. For this is a quest, but not the quest of fairytales: four recognizably ordinary children - a little mother, her helpless young sister, their rebellious brother and a mischievous friend - seek their parents' escape from the horrors of war. They travel hundreds of miles, encountering various military establishments - Russian, British, American - on the way. Unlike the story of *Anne Frank* this has a happy ending when the silver sword of the

show did have its problems. Over the last year, teachers have naturally been reluctant to undertake the necessary liaison work. More seriously there has been a growing gap between the expectations of the able listeners and the interests of the average participants. The audience tends to think contestants should know the capitals of every South American country and see no importance in the question, "In Radio, why is it important to know when and when not to use the command NEW?"

Add to this the problems of devising fair questions when a traditional C Eng.Lit./classics school plays one where Mode 3 20th-century verse reigns supreme. In the last series I and my co-question-setter included rounds of logic questions, mental algebra and set teams to research the areas surrounding their opponents' school. And yes, there were some easy questions. Without them and with the occasional duff team, there was the chance of the contest becoming hopelessly one-sided and therefore poor radio. But farewell TOTP.

What of *Pop of the Form*? Remembering my laborious research for the occasional pop music question in *Top of the Form* (the *Mail* attacked the show for including them, *New Society* attacked it for having "no connection with pop"), I know I would be out of my depth setting questions for the new show. In the first edition I would have not only one answer right and that was "Bing Crosby". Even so, as the contestants chosen specialist subjects were Paul Young, Duran Duran, Simple Minds and the Beatles, I suspect we were not in the more eclectic areas of pop and rock. As a quiz, it was no contest. By itself time Dr. Challenger's High School Amersham has made the County Secondary, Aylesbury, by the end of the show, the former had got only one of their own questions wrong.

Technically speaking, I have never heard a programme transmitted with so much microphone rumble, bumping and banging. I would give quite a bit to see the engineer's recording report. That apart, it was a happy little programme although even the clips kept to a minimum between the clips that (sometimes unnecessarily) introduced the questions. Is it impossible to make a radio quiz that allows us to get to know the contestants? And why does this quiz which leads into *Chen Busters* ("tomorrow's hits - today") use the signature tune *Top of the Form* discarded several years ago?

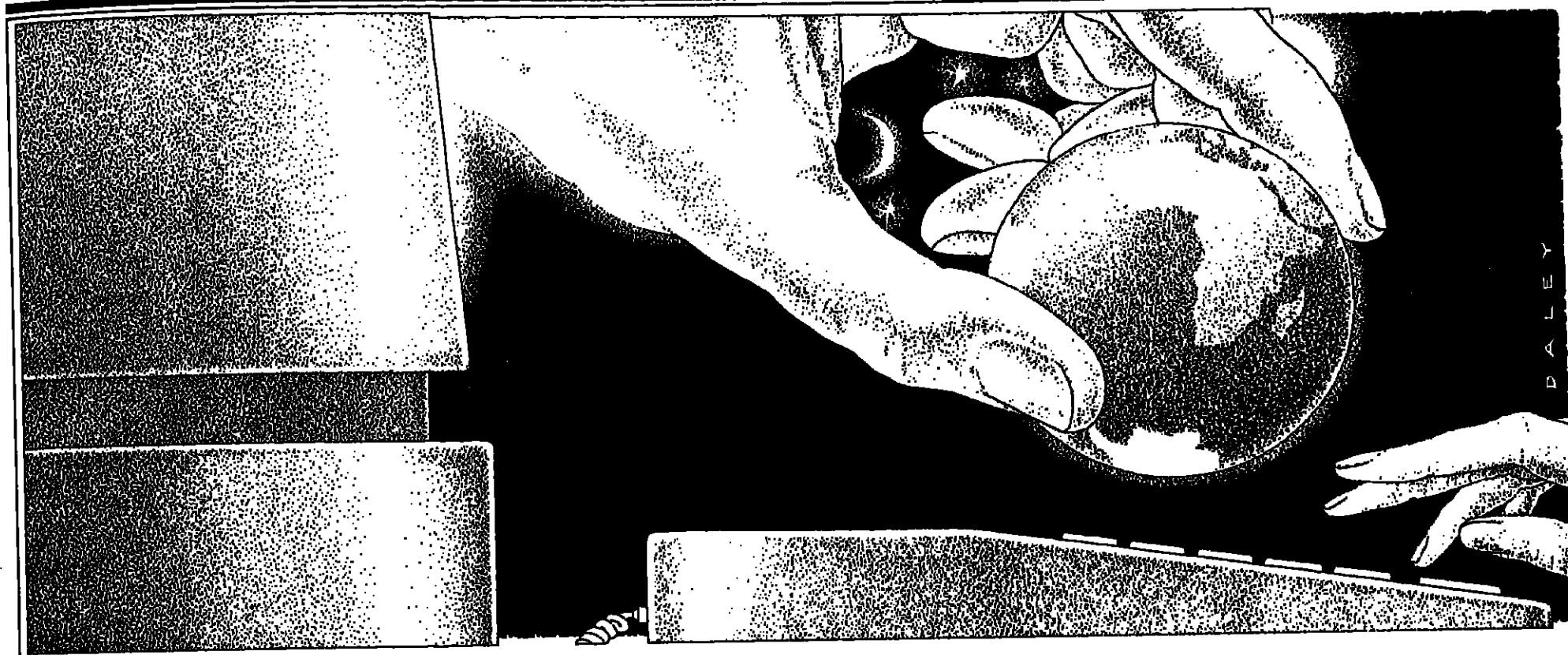
title - a paper knife - leads to recognition and reconciliation. It is an emotional ending - potentially the ultimate. *This Is Your Life* weep-in - but it is based on fact and the child characters are given such real feelings that it escapes sentimentality.

The Silver Sword by Jan Serailles is perennially popular in book form. The stage version (by Rony Robinson) obviously posed problems with its numerous locations and the scene change to tell in the second half we move so swiftly from place to place, the scene change is perhaps too facile to the text. The director was said to be considering cuts simply to reduce the time after the first performance. There was, though, very little wailing, even among the under-sevens for whom it was not specifically recommended.

Adèle Salem is nicely busy in her young grown-up role as Ruth; Trevor Brohier is memorable for his depiction of Edek's escape from the ghetto, underneath a train; Anthony Remington as Jan makes a creditably unobtrusive junior survivor; and Tracy Harper as Bronia is remarkable in that she conveys the innocence of a child without resorting to caricature. All the "children" look suitably ragged, cold and tired; their bravery and determination are not glamorized, but are a consequence of the strength they give each other.

Heather Neil

RESOURCES



The IVIS league

Last year's up-and-coming technology is now up and running. Bill Plummer reports on the Interactive Video In Schools project

The Interactive Video In Schools project has been set up to investigate the potential of this new educational resource. The convergence of the two technologies, video and computing, creates a learning and teaching aid which is flexible to the needs of both student and teacher.

Very few interactive video packages have so far been developed for use in the classroom and none have been tried over a wide range of school environments and curriculum applications. The purpose of the IVIS project has, therefore, been to develop over the last year eight packages which cover a range of curriculum areas. These are currently being trialled in both primary and secondary schools.

The members of the project teams are all experienced practising teachers and are supported where necessary by consultants with video or computing skills. The resources being produced have specific curriculum applications but the medium is flexible enough to permit the restructuring of the images for additional applications and audiences.

It is unlikely that any group of developers, working on a new technology in order to create a new resource for the classroom, could produce a set of packages ideally suited to their purpose. So the IVIS project has been conceived as a formative project throughout its lifetime, including the piloting stage. The support and assistance of teachers actually using the interactive video material we produce will be essential if the eventual packages are to serve as a model for the continuing development of suitable material by commercial organizations, or if the results are to be of more than academic interest to decision makers.

The eight IVIS packages are described below. All of them have been designed to run in conjunction with existing microcomputers, the Acorn series including the BBC Model B, and the RM Nimbus. Each package will be available for both machines. The microcomputers will require some adjustment in order to permit the video and computing signals to be displayed on the same screen and to increase memory provision slightly in the case of the BBC B.

The software has been designed to accommodate several different videodisc players and, in addition to ordinary commercial players, versions will also be available for the BBC's more expensive Domesday system. The data for the packages will be stored on floppy discs, and some peripheral input devices may be required.

Environmental Studies

Morey House College in Edinburgh has produced a package which

addresses two applications, primary teacher training and a resource for teacher use.

The topic of the double-sided disc is Environmental Studies and its objective is to provide a resource that will assist teachers in the planning, implementation and evaluation of their work. The package addresses the problems of classroom management, outdoor work, classroom development work, modes of teaching and assessment strategies. The images on the disc feature both teachers and children carrying out study activities in two environmental locations - a river and a New Town study - which will provide stimuli for discussion by teachers and assist the development of school strategies in this area. In addition, the images can be used by the teacher in the classroom to support the results of the pupils' own investigations.

French

For Shropshire I.E.A., Peter Massey and his colleagues have created an interactive video package that enables children with approximately three years' experience of French to simulate a visit to a French town. The children will be able to explore the town on the disc, "talk" to selected inhabitants, enter shops and generally carry out the activities they could be expected to undertake on a real visit. After the initial exploration they are then invited to perform tasks which are progressively more difficult. It is anticipated that the children will work in groups, and experience with interactive audio has shown that interaction between members of the group develops as a result of the stimulus of the curriculum material.

Geography

The team at Loughborough University are developing a package that consists of a double-sided disc and associated software, together with paper-based support material. The disc has been created entirely from archive material and it is hoped that the attendant software will be created by using existing computer packages. The curriculum area they are addressing is Geography and the chosen topics are Hydrology/Weather and "The Changing World", which deals with the effect of urban development on the environment. The structure of the disc is modular and an analogy has been drawn with a museum where there are several "rooms", each dealing with a particular aspect and all interlinked so that relevant interconnections can be made between the exhibits.

The package will include teacher guidance, pupil activities and computer-based recording mechanisms. Also included will be a collection of situation stills which can be accessed and used at the teacher's discretion to stimulate discussion skills, extrapolate outcomes and initiate role play activities.

Design

The project from Leicestershire I.E.A. seeks to give children in the 11-14 age range an understanding of the Design process as well as taking them through a set of tasks that will enable the production of a particular article. These tasks are graded and are progressive. The package provides information and activities in all the relevant skills as well as introducing pupils to the technical properties of materials. The video images provide examples of good creative practice taken from industry and commerce in addition to exposing children to the results of good design practice as evidenced in the natural and man-made environment in which they live.

The package will include the option of incorporating a computer-aided design package so that some of the more modern design techniques can be incorporated in the work of the children. The structure of the package is such that it could easily be adapted to teacher training.

Science

Bulmershe College in Berkshire has produced a package which deals with an aspect of primary science that is particularly difficult to attack in the classroom, not only because of physical constraints but also because it requires a level of knowledge beyond that of most primary teachers, yet it is fundamental to all physical science.

The package deals with the topic of solar energy and its effect on all aspects of life. It leads the children through the concepts of energy, continually guiding them off the interactive video material into practical activities which are supported by paper-based worksheets, into manifestations of energy, such as photosynthesis, solar panels, food chains and webs, respiration, consumption etc. It takes the children into an Oxfordshire wood to examine the effect of solar energy across three seasons and enables them to explore the floor of the wood as if they were small mice encountering all the hazards and food sources, burning up energy and struggling to survive.

The resources in this package encompass work over three terms and are designed to integrate fully with the investigative, research-orientated approach to Science, widely adopted in the primary classroom.

Teacher Training

Bishop Grosseteste College, Lincoln has produced a package which presents interrelated sequences of young children in learning situations. Its aim is to create an environment where

teachers can relate theories of learning to actual practice, and examine their own approaches both to the learning environment they create and their role within the learning process.

The package examines the sequences and highlights aspects of mathematical, linguistic and social development within the same activity. Quality of stimulus, classroom management, good and bad practice, inhibitors to learning and teachers' levels of expectation are all addressed.

The package is designed as a school-based training resource which will enable schools and individual teachers to develop attitudes and strategies best suited to their environments, priorities and circumstances.

Mathematics

The package from Exeter University creates an environment in which mathematical concepts, skills and techniques may be learnt in a practical way and related to real-life situations. Mathematical activities tackled include counting, capacity, percentage, sales ratio, equations, cash accounts, length, area, plan scales, probability, statistical diagrams, tree diagrams, graphs extrapolation, numerical manipulation, etc. All these skills are introduced and taught through the organization of a school dance in order to raise money for charity, to maximize profit yet run a successful operation. The children are expected to work in groups, moving on and off the interactive video package to carry out the necessary tasks.

In addition to the obvious mathematical content of the material there are large linguistic co-operative and problem-solving elements.

Life Skills

The final package comes from the Northern Ireland Council for Educational Development. Life skills and social development have created a significant curriculum area within secondary education in the UK, yet it is difficult to find suitable resources and stimuli for related activities. This project identifies a range of typical scenarios which deal with some of the major problems encountered by teenagers today, so that under the guidance of the teacher young people can examine potential situations within a safe environment, examine their responses and make their mistakes with impunity.

Topic areas covered include stereotyping, authority, prejudice, conflict, character profiling, examining evidence, peer group pressure, etc. The package will include teacher guidance, pupil activities and computer-based recording mechanisms. Also included will be a collection of situation stills which can be accessed and used at the teacher's discretion to stimulate discussion skills, extrapolate outcomes and initiate role play activities.

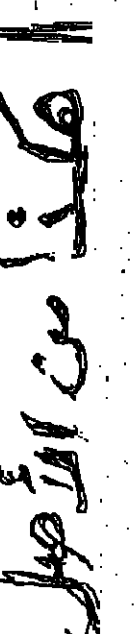
During the trialling stage, which will last until April, 32 schools will take part in the validation exercise. All of them are in close proximity to the project teams and in many cases have already been associated with the projects during the past year. They will only receive the package appropriate to their "host" project during this trialling stage.

The second stage, the beginning of the piloting, will begin in April. In addition to the original 32 "nucleus" schools, a further 30 "satellite" schools will be introduced to the project. At this point all the schools involved will have the opportunity of accessing every package in the project and will be set up with one work station. The investigation into the potential of interactive video will be carried out by the Centre for Applied Research in Education (CARE), based at the University of East Anglia.

The "satellite" schools will be spread geographically around the UK and will not form part of the main CARE investigation. They will, however, be expected to provide feedback of their experiences and contribute to the continued development of the project. They will be an essential ingredient in the success of the packages and will be considered full members of the project and be given credit as such. They will also be supported by three field officers with special areas of responsibility. The "nucleus" schools will continue to be supported by project teams who will assist the CARE investigation.

At the start of the third stage of the trialling/piloting in September, a final 30 satellite schools will be introduced, bringing the overall total to 92 schools, all of which will then be serviced by the three field officers. Feedback will still be required from them and communication links between participating schools will be refined and increased through user groups, newsletters and additional software.

For further information contact the Project Manager, Bill Plummer, c/o Devonshire Street, London W1N 2BA (tel. 01-436-4186).



Mike Sharp tries out Lego's new programmable systems

The opportunities afforded to young men and women by the industry are clearly evident in this material and it should be highly recommended to all those involved in teaching or advising secondary school students as to their prospects on leaving school.

Hugh Danie

Look out

The exercises "are intended to provide meaningful activity and fun for pupils", and this they do in joyful abundance. The authors have obviously stretched their imaginations to meet this demanding brief and there is no doubt that most of the activities, for the most part the fairly ambitious, will give considerable enjoyment as well as a sign

An indication of the authors' general approach can be found in Activity 2, Section 2, designed to "encourage structure and vividness in personal reminiscences." The learner is reminded that "it is instructive to see how the comedians on television deal with exactly these tasks for a living." It is not often that pupils are despised for inspiration to such as Bernard Manning but, in this case, the advice is wholly and healthily appropriate to the nature of the task.

price tag will be relieved to learn that the authors have waived photocopy restrictions.

I suspect that pupils' workcards are often used as easy-to-read teachers' resource books and don't, in fact, reach the audience for whom they were designed. Certainly this small selection of cards from the successful Learning Through Science series by MacDonald could well be used as a pool of short-term ideas for students.

costing £10, and includes guidance notes, project sheet, badges, certificates and leaflets sufficient for a group of 10. For further information contact RoSPA, Cannon House, The Priory, Queens, Birmingham B4 6BS.

WEATHER SATELLITE
A Weather Satellite Receiver (WSR) from Feedback Instruments now brings professional weather-monitoring into universities and schools.
The WSR524 is available at an

Introductory educational price of £1000 from Feedback Instruments Ltd, Park Road, Crowborough, East Sussex TN11 1AB.

A clear indication is given of the current environment of the engineer. Standards of accuracy are no longer left to the manual skills of a craftsman, but are arrived at through careful manipulation of the silicon chip and the itinerant computer operator. "Clean" environments with employees wearing hooded overalls avoid deterioration in the products' quality and dimensions. These are environments normally associated with the scientist, and will give young people new perspectives from which to view the engineering profession.

In total 38 individuals are profiting from the pack, and from their comments young people seeking career information can gain insight into a number of varied and interesting engineering occupations.

The opportunities afforded to men and women by the industry are clearly evident in this material and should be highly recommended to those involved in teaching or advising secondary school students as well as prospects on leaving school.

Hugh Daniel

An indication of the authors' general approach can be found in Activity Section 2, designed to "encourage structure and vividness in personal reminiscences". The learner is reminded that "it is instructive to study the comedians on television and exactly these tasks for a living." It is not often that pupils are designated for inspiration to such as Bernard Manning but, in this case, the advice is wholly and healthily appropriate to the nature of the task.

Teachers who balk at the £25-price tag will be relieved to learn that the authors have waived photocopy restrictions.

Laurence Alston

The scheme is available in a pack

The WSR524 is available at an introductory educational price of £100 from Feedback Instruments Ltd, Park Road, Crowborough, East Sussex TN11 1AB.

Brian Hill on this term's modern language programmes

The big success of the language teaching scene continues to be *Tel Aviv Journal* (late night Mondays, Tuesdays 13.05 BBC2 and Sundays 11.45 BBC1), which is consistently notching up an audience of 0.5 million, even for "minority" languages such as Spanish. Six programmes come from Germany, including an election special from ZDF Mainz and *Aktuelle Kamera*, the main news from East Germany (February 16). After four

TTV are broadcasting the final five programmes in their *Partner* German series (Mondays 10.45 from March 2). Young people's activities predominate here too, with visits to a water-sports centre, a gliding school and riding stables, as Klaus and Uli take a holiday in the South.

Partner TV3 is aimed at 13 to 15-year-olds and is part of a multimedia course published in conjunction with Longman. As well as dialogues and actuality recordings there are information spots on themes as diverse as the manufacture of cement or ice-cream.

There are 10 programmes in the duology series *Gli Italiani/The Italians* (Monday 12.08, BBC2). These were originally shown for adults, but have been re-worked with a new commentary designed to make the language more

Due to BBC producer Al Wolff's death, this term's programmes in the *Deutsch für die Oberstufe* series are being rescheduled (00.30 February and 3, Radio 4VHF). Programme 1 will now be "Politik und die Mass media", explored in interviews with judges and politicians; programme 2 "Universitätsabschluss und was dann?" looks at prospects for young graduates; programme 13 is a repeat of the excellent radiovision portrait of Innsbruck; and programme 14 is a report from Germany on current issues in "Nachrichten und Neuigkeiten".

Incidentally, if teachers want a opportunity to meet producers to preview programmes, to discuss ways making the best use of radio and television and to take part in workshops producing follow-up materials there is a four-day course being run during the Easter vacation. Information can be obtained from Anthony Barley, BBC Education Office, Broadcasting House, Leeds LS2 9PP.



Nick Baker on drama series for teenagers

"It's not kids' business to solve other people's problems," protests Fred episode two. "How can you give advice when you don't even know what's best for yourselves?" What we see is the

son drama. So there was cosy nuclear families investigating strange goings-on at snug-looking holiday cottages in the country? I'm a bit sceptical, but even if they do, I'm not sure that *Interference* is for children's writer Jan Marder's up to scratch. The first of the three-part series, for the *Middle English* series is frankly rotten and the characters seem like refugees from Enid Blyton. There's the senior daughter, the middle son, domestic business, for the editors and entertainment of the producers. Additional interest, who turns out to be less than faithful family retel Albert.

Originally a highly successful *ITV* TV drama, each episode is packed with French, from four or five actors, presided over by Jacky Sjöström and the linguistic attaché to the Br

wise beyond her years, the middle son, adventurous but impulsive, and the junior daughter, lovable but scatty. At the point where the rosy-cheeked village shopkeeper said, "You must be the family who has moved into the dilapidated French-based Institut Français. I wonder have a linguistic attaché in Paris, so, what sort of British drama do baccalauréat students are receive return."

SEARCH
(Mon, 11.41, Tues, 9.50 ITV)
A new series to promote topic work among nine to 13-year-olds. The first uni-

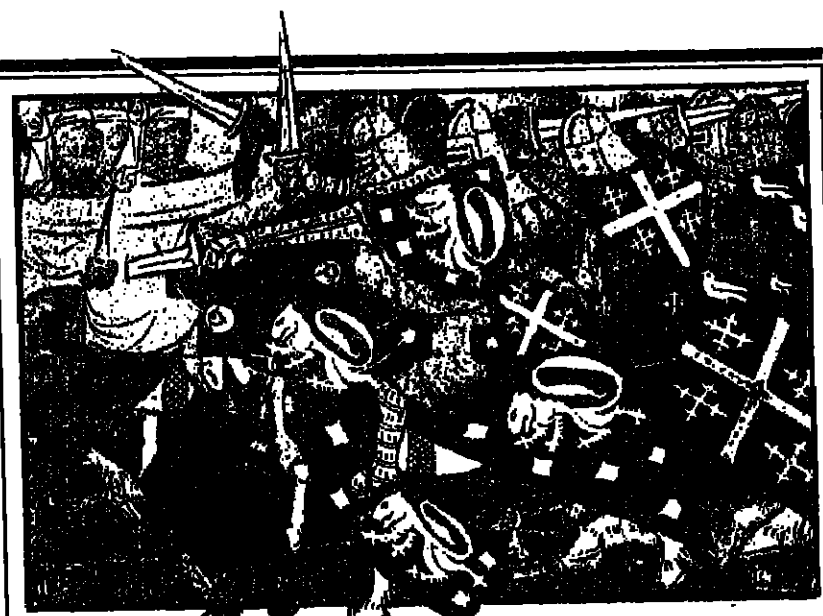
along with 10 years of experience in the field of education, we have a proven track record of success in helping students achieve their goals. Our experienced faculty members are dedicated to providing high-quality instruction and support to our students. We offer a variety of programs and courses, including undergraduate and graduate degrees in education, business, and the sciences. Our students benefit from our state-of-the-art facilities, including classrooms, laboratories, and a library. We also offer a variety of extracurricular activities, including sports, clubs, and community service. We are committed to providing a well-rounded education for our students, and we are proud to be a part of the educational community.

"People and the Elements" is a three-part unit featuring the search for the "Mary Rose," a study of the finds and background information on the Spanish Armada. Nine to 11-year-olds can also study the accompanying geography-based series, "Near and Far", on Tuesdays at 11.17.

**RADIO GEOGRAPHY:
OUR CHANGING WORLD**
NBS (Monday-Friday,
00.30 VHF4)
"The China Project"
continues with a series for 14 to
16-year-olds on the urban, industrial and
agricultural change in modern China.

General interest

HISTORY OF THE BRITISH CINEMA
(Saturday, 14.00 R4)
Dillys Powell's 13-part study continues with an analysis of the role of the controversial and spectacular movie giant, Alexander Korda. Contributors include Deborah Kerr, Graham Greene and Wendy Hiller.



Crusading spirit

Hugh David on a re-evaluation of the Crusades

CONTINUING EDUCATION
The Cross and the Crescent
 Radio 4, Wednesdays 7.45pm.

Presenting *Origins*, Radio 4's archaeology magazine, for the past years has convinced Malcolm Billings, writer and presenter, that history is to be found in stones rather than books. He takes the same line in *The Cross and the Crescent*, a major eight-part history and re-evaluation of the Crusades, which began this week.

Apart from one or two studio interviews and a sequence which would have been recorded in Syria, but for the military and political situation, the programmes have been made - stereo - in authentic locations. In practice we have come to expect from television, this is still relatively unusual on radio, certainly in "popular" or "academic" series. But it pays unexpected dividends. While Billings undoubtedly has considerable skill economically evoking the scene before him with a few well-chosen words, it is his ability to make his per-

As Billings and his historical constant, Professor Jonathan Riley-Smith from the Royal Holloway and Bedford New College, London, made their way across Europe the mood changed perceptibly. Hushed and reverent in the ancient Jewish cemetery at Worms the Rhineland one minute, they were almost shouting to make themselves heard above the bustling traffic on Bosphorus the next.

briefing
radio & t

But *The Cross and the Crescent* is more than just an engrossing piece of audio. The eight programmes and Billings's vivid and sumptuously-illustrated accompanying book (BBC Books, £14.95 hardback, £9.95 paperback) offer a contemporary reinterpretation of the Crusades. Drawing on a wealth of recent work, not least by Professor Riley-Smith, they promise to change our understanding of those Holy Wars significantly.

Out goes the classroom notion of younger sons leaping onto their chargers and suddenly riding off to grab a slice of the action in Jerusalem. The sheer economics of the enterprise made that ridiculous.

Billings has also been able to draw on up-to-date scholarship in reassessing the motives and character of Saladin. Most surprising of all to the general listener, however, will be the series' conclusion. We might have been brought up with the idea that the Crusades were a distant, medieval phenomenon but, as Billings shows, the crusading spirit survived into the modern world. The movement started with a rallying call from Pope Urban II in 1095 and, according to Billings, it did not end until the fall of the Crusader state of Malta in 1798.

It needs rather more than the close study of a few stones to come up with a proposition as startling as that, but Billings's mixture of academic work and radio rubber-necking is very persuasive in putting it over.



It was April of 1973 - Friday the 13th, to be exact - when my plane flew in to Palma, Mallorca, where I was to take up my new teaching post.

For 18 years I had run a children's hotel in England which involved round-the-clock supervision of 2 to 15-year-olds 365 days a year. I had had enough. My husband wanted to move to the Mediterranean and our own children needed more of our time so accepting a teaching post in Spain appeared to solve the problem.

My appointment to the oldest established British school on Mallorca had been made without interview and I had no official contract of employment other than that precious document, a work permit. In line with the other British schools, educational facilities had previously only existed for the over-sevens. Younger children either stayed at home and picked up what they could of the Three Rs, or attended a local "Guarderia", invariably run by nuns. Today, I understand that four of the five British schools have their own nursery classes, and more and more of the Spanish state schools are offering "pre-escolar" facilities for the under-sevens.

When I took up the appointment, the school had on roll some 90 pupils of both sexes, from seven years old, and in their final year they took their O levels. English was the teaching language, yet outside the classrooms one might hear as many as five other tongues, this being a truly international establishment.

I was intrigued to find that without safety requirements, endless paperwork, assessments and reports, etc., the school ran safely and efficiently. In fact, it maintained an exceedingly high academic standard, and it was generally estimated that the average level of attainment was between one and one and a half years in advance of that of their peers in British state schools.

In those days, the owner, or principal of a school enjoyed carte blanche in its running. Visits from HMIs were unheard of, but in 1978 the Spanish Ministry of Education, recognizing that British schools were operating in Spain demanded a tightening of regulations. Thus was formed the National Association of British Schools in Spain and in 1978 retired HMIs arrived to make their recommendations and offer their advice. Further inspections were made in 1982 and 1983, and in 1983 the school at which I was teaching was

Let's start a school, right here ...

Diana O'Flynn went to Mallorca to take up a routine teaching post, but soon found herself opening her own kindergarten instead.

Now she looks back on it all with amused affection

granted a full licence to operate by the British Ministry of Education.

With many regrets and some misgivings I gave my notice after a year and a half in order to open my own school. Salaries in Spain at that time were very poor compared with those in England, even allowing for the much lower cost of living, so it was almost solely for financial reasons that I decided to branch off on my own. By sheer chance, our villa, situated on the outskirts of Palma, provided, on a level separate from our own living accommodation, perfect premises for a nursery school, with modern fitted kitchen and bathroom, and level terraces which could provide play areas.

But even in those days, when a certain amount of "law-bending" occurred in Spain and regulations far less rigid than they are today, no new school could open its doors without government permission. My first contact was with the Ministerio de Educacion, from whom I received the greatest courtesy and practical help, despite my imperfect Spanish. I was told that no steps could be taken until my qualifications had been checked by the Spanish Consulate in London, and my various diplomas officially translated, and until I had produced the "escritura", or deeds, proving that I owned the property in which the school was to be run.

Once this had been done, I was passed methodically from one department to another:

the Ministerio de Sanidad made a thorough inspection of the premises, including secure fencing, to prevent any sudden bid for freedom by one of the children. The Ministerio de Trafico then moved in, to check whether the delivery and collection of children might cause a hazard of any kind, but as the villa was situated in an uninhabited cul-de-sac we passed with flying colours. It was at the offices of the Delegacion de Comercio, that I stumbled upon Señor B... English-speaking, charming, competent, and totally fascinated that a foreign woman should wish to establish an international kindergarten in Mallorca. "But our under-sixes always go to the nuns."

The Ministerio de Educacion, having placed a generous limit upon the number of children which could comfortably and safely be accommodated on the premises, made no other stipulations. As far as they were concerned, I was a fully qualified, experienced teacher, and as such I was free to run my school as I wished.

Six months later I opened the kindergarten gates. Leading the other founder members through was the four-year-old son of Señor B, who had been "taken out of the nuns" to try out this "new-fangled" international kindergarten, opened by this curious foreign lady.

By the end of the first month I had 15 children on roll: Spanish, Mallorquin, English, French, German and American. All the teaching, and

other business was conducted in English, but in the play areas, one heard almost as many languages as there were children. Happily, none of them appeared to spot this, with the result that there was seldom any breakdown in communication; and if there was, short sharp swipes, the snatching with deadly accuracy of the coveted toy, or the well-aimed shove put the mis-geographically at least, out of the competition. In international language which allows for no possible misunderstanding, the effective Esperanto of the very young.

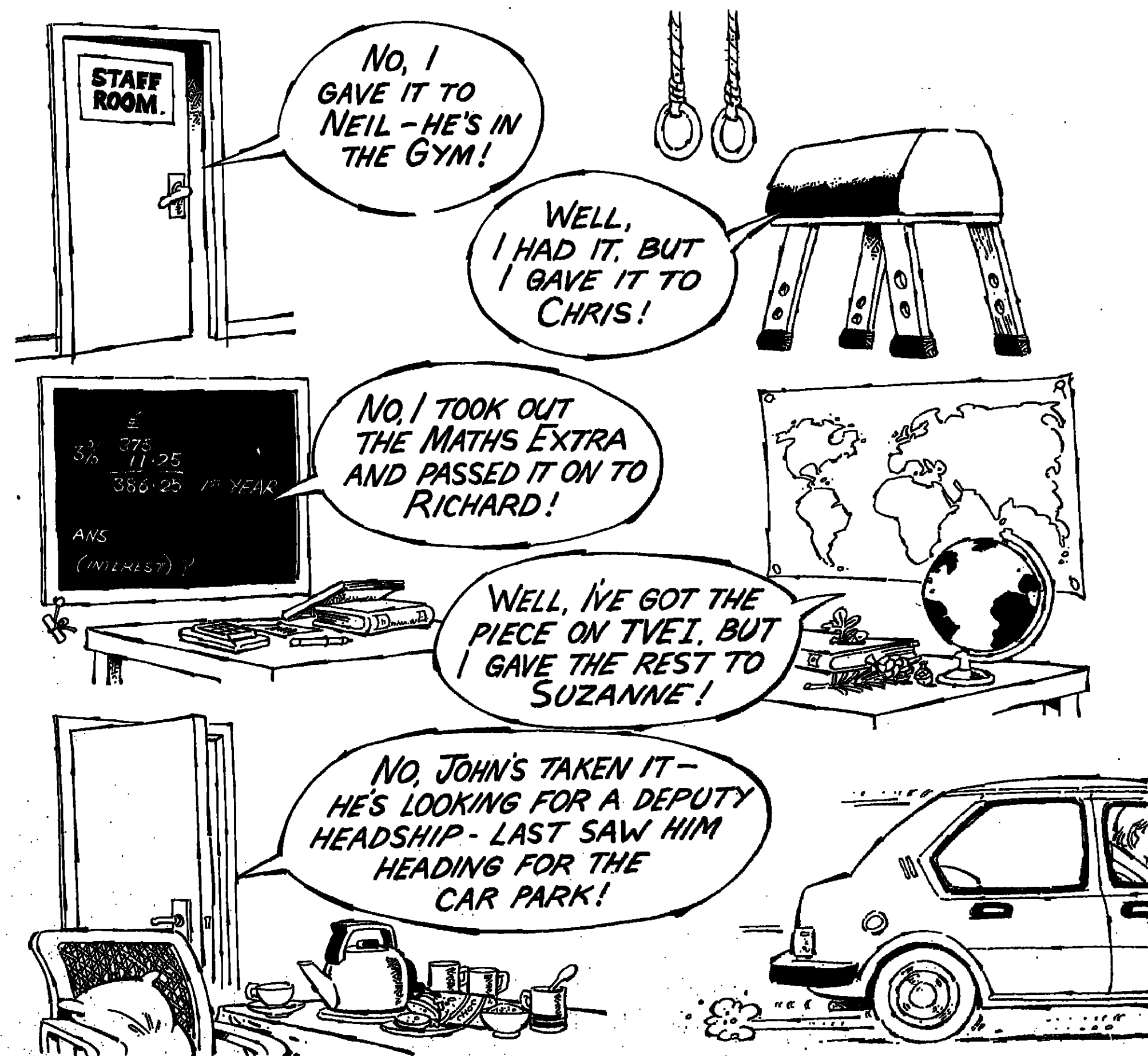
In 1975, we, along with many other residents of Mallorca, were wholly dependent upon the water lorry deliveries and during the summer a delivery of water might well be delayed by several days. On one occasion we found ourselves literally without water, and still no signs of the lorry. But almost as good were the signs of an approaching summer storm which broke with tremendous force... the rain drumming down in what appeared to be a solid sheet of water.

Within minutes it was over, and the sun was shining again, but this had been a life-saving miracle, and as such, had to be taken advantage of. While my helper and I undressed the children, my husband bunged up all the water exits on our terrace, which in no time had collected about three inches of water. Our sheets, towels, etc., which were waiting to be laundered were thrown into the flood and the naked children let loose with instructions to jump up and down on the laundry quite as effectively as many modern washing machines.

By chance, I happened to look up towards a neighbouring hotel which overlooked our terrace, and there, on every balcony (about 500 of them) were tourists, frantically taking photographs of the ancient Balearic water die that they were privileged to witness.

I ran the school for 10 years, until my retirement in 1985, and can count on my fingers the number of times in a year that the weather forced the children to arrive in macs and wellies or kept them inside at play time, or caused me to postpone functions or outings. There were minor difficulties from time to time, of course - problem parents and to a lesser degree, problem children, but the years were the happiest and most satisfying of my teaching career.

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Nursery Education

Headships

BERKSHIRE
LEA NURSERY SCHOOL
Wexham Road, Slough SL4
5JW
NOR: 60
Required for April 1987
HEADTEACHER for this
Group 3 Nursery School.
Application form and
further particulars from
the Director of Education
(Ref: PDC), Shire Hall,
Stoke Newington, Reading
RG2 9NS (SAE please).
Closing date: 6th
February.

LONDON
HARLES NURSERY
SCHOOL
We need a qualified, experi-
enced Nursery Teacher for
Battersea, to be responsible for
all aspects of management as
well as teaching duties. The
Headteacher is supported by
N.N.S. Nursery Assistants
and Auxiliary helpers.
Information, visits and ap-
plication forms contact Bar-
bara Rosemary on 01-677
295 by writing to 113
Barnborough Road, London
SW16, (S4440).

SEFTON
METROPOLITAN BOROUGH
OF SEFTON
EDUCATION COMMITTEE
SEFTON NURSERY
SCHOOL
Rawson Road, Liverpool L21
1JF
HEADTEACHER (GROUP 1)
Required for April 1987 for
this 40-place school.
Further details and ap-
plication forms are available
on receipt of a.s.e. from the
Director of Education, Town
Hall, Oriskany Road, Bootle,
Merseyside L30 7AE.
(35417)

BARNET
LONDON BOROUGH
OF BARNET
SCHOOL
Off Hammond Glass, Moys
Lane, Barnet EN5 2DY
Roll: 01-449 8780
This is a challenging oppor-
tunity for an experienced
nursery teacher to assume re-
sponsibility for the purpose
built, double unit nursery
school. This friendly unit has
a full range of facilities and
a good reputation. Re-ad-
vertisement. Removal ex-
penses and relocation allow-
ances available.
Application forms (Foot-
scape s.a.e.) obtainable from
and returnable to the
Director of Education, 113
Barnet Road, Barnet, EN5
2DY. (35888)

KNOWSLEY
WHITTON WILLS JUNIOR &
SENIOR SCHOOLS
Whitton Avenue, Whitton,
Merseyside L63 9JH
(175 pupils on roll, including
5 in Nursery)
A qualified Nursery teacher re-
quired for 1 May 1987.
Application forms are avail-
able (sae) from the Borough
Education Officer, Euston Road,
Huyton, Merseyside L36
5YH to be returned by 6 Feb-
ruary 1987. (36460)

HAMPSHIRE
BANISTER FIRST SCHOOL
Banister Gardens, Westcott
Road, Southampton SO1 2LX
(3-8 years)
Required April two posts for
bilingual, multi-cultural school
with Nursery and integrated
hearing impaired children.
Scale 1. Nursery trained/
experienced teacher for
year olds. Scale 1. Experi-
enced and qualified teacher
for 4-8 year olds.
We pursue a policy of equal-
ity of opportunity.
Applications are particu-
larly welcome from people with
disabilities. A.s.e. to School
for full details.
Application by letter to
Head with c.v. and names of
two educational referees by
6th February. (35961) 100026

ilea Inner London Education Authority

HEADSHIP
**ROBERT OWEN
NURSERY SCHOOL**
Conley Street, Blackwell Lane SE10 0EB.
Applications are invited from teachers with
training and experience in nursery education for
the headship of this school. Vacant now.
Roll 50 1/2 and 80 p/t. Burnham group 2 plus
Inner London allowance.

Please send footscape sae for application form
and further details to PER/PS4B, Room 262a,
County Hall, SE1 7PB. Closing date for the
return of completed forms 6 February.
ILEA is an equal opportunities employer.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SCAFTHO NURSERY
SCHOOL
Pinfold Lane, Scartho,
Grimsby DN3 2EW
Required for March 1987
NURSERY TEACHER
SCALE 1, preferably experi-
enced to work as a member of a
team.
Application forms, obtain-
able from the Divisional
Education Office, Glenner
Street, Grimsby DN55 8DU (on
receipt of a.s.e.), should be
returned to the Head Teacher
at the school by 2nd February
1987. (35950) 100026

NORTHAMPTONSHIRE
NORTHAMPTON VERNON
TERRACE LOWER
Nursery
Teacher in-charge of
Nursery Unit
SCALE 3 POST
An enthusiastic, caring
teacher is required for
April 1987 for this 16 place
nursery unit which provides
a lower school in North-
ampton. Applicants should
be committed to the needs
of young children, particu-
larly in the early years. The
Nursery Unit includes chil-
dren with special needs and
incorporates a play area, from
which is part of the school.
Closing date: 6 February
1987.
Details and application
forms (s.a.e.) available
from the Chief Education
Officer (Ref: MB), North-
ampton NNI 21X.
Northampton NNI 21X
Northampton welcomes
applications regardless of
disability. (36970) 100026

MIDDLESEX
ROYAL NATIONAL
INSTITUTE FOR THE BLIND
SUSSEX HOUSE SCHOOL
Scale 2/2 Teacher
and Special Education.
(35447)

**Primary School
Education**
Headships

AVON COUNTY
COLTON'S PRIMARY
SCHOOL
16 Colton Grove, Colton,
Bristol BS6 6AL
Required from 1st September
1987. A Headship of a
school, salary in accordance
with Group 6.
Further details and ap-
plication forms from the
Director of Education,
Riverside North, F.O. 1,
Yarns Barton, Bristol.
Avon as an Equal Oppor-
tunities employer, consid-
ers candidates on the basis
of their qualifications and
experience, regardless of
disability. (35864) 100026

BERKSHIRE
ROYAL COUNTY OF
BERKSHIRE
BONNING SCHOOLS
BONNING SCHOOLS
Round Lane, Bonning,
Reading RG2 9NS
Required April 1987. Ap-
plication forms and fur-
ther details from the
Chief Education Officer,
County Hall, Reading RG2
9NS. Closing date for
application forms 6 Feb-
ruary 1987. (35864) 100026

PRIMARY HEADSHIPS

continued

BEXLEY
LONDON BOROUGH
OF BEXLEY
HEADTEACHER (GROUP 4)
Applications are invited from
suitably qualified and ex-
perienced teachers for the post
of HEAD TEACHER of
COLVER'S PRIMARY
SCHOOL
Brixton Road, Bexley
Application forms and further
details available from Chief
Education Officer for Schools
(Ref: BEX), Bexley, Kent
DA1 4EN, to whom they
should be returned by 6
February 1987. 110010

CAMBRIDGESHIRE
SUTTON C.E. (C)
PRIMARY SCHOOL
Cambridge
Required from Septem-
ber or earlier if possible.
Headteacher, Group 5.
Application form and
further details from Senior
Area Education Officer,
Castle Court, Shire Hall,
Cambridge CB2 3PL.
(Footscape s.a.e. please) re-
turnable by 3rd February
1987. (37871) 110010

CAMBRIDGE
MORLEY MEMORIAL
PRIMARY SCHOOL
Cambridge
Required from SEPTEMBER.
HEADTEACHER, Group 6.
Application form and fur-
ther details from Senior
Area Education Officer, Castle
Court, Shire Hall, Cambridge
CB2 3PL. (Footscape s.a.e.
please) returnable by 3rd
February 1987. Equal
Opportunity Employer.
(37871) 110010

HAMPSHIRE
LANDDOWN COUNTY
INFANT SCHOOL
Linton Road, Bute Ash Wood,
Lythe, Southampton SO1
10 1JF
Required from 1st September
1987. A Headship of a
school, salary in accordance
with Group 3.
Application forms and fur-
ther details from the
Area Education Officer,
Lymington, Hants.
Closing date: 6th February
1987.
We pursue a policy of equal-
ity of opportunity. Applica-
tions particularly welcome
from people with disabilities.
(36752) 110010

Education Department
Headteacher
St. James C.E. (Cont.) First School,
Coldwaltham, Pulborough PB20 1LW
(Group 1, 26 on roll. Age range 5-10 years)
Applications are invited from suitably qualified
and experienced teachers for the post of
Headteacher of the above School.
This small rural school enjoys strong support
from the local community and is developing links
and co-operation with neighbouring primary
schools in the Rother Valley.
Required September 1987.
Forms and details from the Area Education
Officer, Ambassador House, Crane Street,
Chichester, West Sussex PO19 1TP on receipt
of a.s.e. Closing date 13th February 1987.

west sussex
**ilea Inner London
Education Authority**
HEADSHIP
HENRY CAVENDISH (I) SCHOOL
Hydethorpe Road, (Baiham), SW12 0JA.
Applications are invited from suitably
qualified and experienced teachers for the
headship of this school.
Vacant 27 April 1987. Roll 118 plus 37 p/t
nursery. Burnham group 4 plus Inner London
allowance.
Please send footscape sae for application form
and further details to PER/PS4B, Room 262a,
County Hall, SE1 7PB. Closing date for the
return of completed forms 6 February.
ILEA is an equal opportunities employer.

Come and teach in Kent

HEADSHIPS

EAST KENT AREA

**St. Mildred's County Infant School, St.
Mildred's Avenue, Broadstairs, Kent CT10
2BX.**

Applications are invited for the post of Head Teacher of this
Group 4 Infant School, to take up appointment in September
1987.
Application forms and further details available from the
Area Education Officer, 78 London Road, Canterbury, Kent
CT2 8LT (SAE please).
Closing date February 13th 1987.

MID KENT AREA
St. John's CE Primary School (Aided)
Grove Green, Maidstone, Kent

Group 4 anticipated roll 224 (for first phase of
development)

Headteacher required with effect from September 1987 (or
earlier if possible) to meet the exciting challenge of opening this
new voluntary aided primary school. This is the first phase of a
school which will be open in September 1987 to serve mainly
the attractive housing development of Grove Green in Maid-
stone.
Application form and further details available from the
Mid-Kent Area Education Office, Adley House, Hasling
Rd, Maidstone, Kent ME16 7BQ (SAE please). Returnable
by 13th February 1987.

DEPUTY HEADSHIPS

WEST KENT AREA
**Lady Margaret Boswell C of E (Aided) Pri-
mary School, Plymouth Drive, Sevenoaks,
Kent TN13 3RW**
Roll 190

Required for Summer Term 1987, a suitably qualified,
experienced and enthusiastic teacher for the post of Deputy
Headteacher (Group 4).
Applicants should be committed Christians, preferably com-
municant members of the Church of England.
Application form and further details from the Clerk to The
Governors, St. Nicholas' Rectory, Sevenoaks, Kent TN13
1JA

**Paddock Wood County Primary School, Old
Kent Road, Paddock Wood, Tonbridge TN12
6JE**

Group 7
Applications are invited from experienced and enthusiastic
Teachers for the post of Deputy Head for this Group 7 (roll 570)
primary school from 1st September, 1987.
The successful candidate will be expected to be involved with all
aspects of curriculum and management of the school.
Application forms and further details (SAE) from the Head-
master to whom completed forms should be returned by
6th March, 1987.

KENT
County Council

SCALE 2 AND ABOVE

MID KENT AREA

**Wateringbury C.E. Primary School, 147 Bow
Road, Wateringbury, Maidstone, Kent ME18
6EA**

Required April 1987 or as soon as possible:
1) Willing and enthusiastic teacher for Infant reception class
2) Adaptable and enthusiastic teacher for a junior class.
Applicants with an interest and expertise in following areas
would be particularly welcomed: Maths/Science/Computer
("Investigative Studies") and Music/CDT ("Aesthetic and cre-
ative studies")
Scale 2 posts available. Wateringbury is a modern, semi-open-
plan school in pleasant rural area, near to Maidstone and easily
accessible by road and rail from London and south east.
Application forms available from Head Teacher (SAE
please) returnable by 13th February 1987.

SCALE 1

NORTH KENT AREA

**Sittingbourne, St. Peter's R.C. Primary School
(Aided) West Ridge, Sittingbourne ME10 1UJ**

Committed Catholic Teacher required from 1st September for
Juniors, Scale 1.
Please state interests in letter of application to the
Headteacher giving c.v. and names/addresses of two
referees.

Unless otherwise stated, applications
should be sent to the Head of the
School concerned. (SAE please).

DURHAM COUNTY COUNCIL

Headships

Applications are invited from suitably qualified and experienced
teachers for the above posts at the following schools (posts ten-
able from September 1987)

| | |
|--|---------|
| Fencehouses Woodlee J. & I. School | Group 4 |
| Chester-le-Street Bullion Lane J. & I. School | Group 5 |
| Newton Aycliffe Woodham Burn I. School | Group 4 |
| Mowden I. School | Group 3 |
| Byers Green J. & I. School | Group 3 |
| Spennymoor Basemere Park I. School | Group 3 |
| Middleton-in-Teesdale J. & I. School | Group 3 |
| Durham St. Oswald's C.E. (Cont.) I. School | Group 2 |
| Shincliffe C.E. (Cont.) J. & I. School | Group 4 |
| Peterlee Dene House J. & I. School | Group 5 |
| Peterlee Howforth Lane J. & I. School | Group 4 |
| Peterlee Shotton Hall I. School | Group 4 |
| Quston St. Benet's R.C. (Aided) J. & I. School | Group 4 |

(Applicants must be practising Roman Catholics)
Application forms and further details available from the Director of
Education, County Hall, Durham on receipt of a footscape stamped
addressed envelope to be returned by Friday, 13th February 1987. (35950)

**Nottinghamshire
County Council**
County Hall-West Bridgford
Nottingham NG2 7QP

**ST ALBAN'S R.C.
PRIMARY SCHOOL (AIDED)**
**FIRST AVENUE, HARLOW,
ESSEX CM20 2NP**
Group 4 (186 on roll)

HEADTEACHER

Required September 1987.
Applications are invited from suitably qualified and
experienced practising Roman Catholic teachers.
Relocation Allowances payable in appropriate
cases.
Application forms and further details are available
from:
Area Administrative Officer, St John's Road,
Epping, Essex CM16 6EB.
Forms to be returned by 13th February 1987.
(03217)

ESSEX
County Council

BEXLEY LONDON BOROUGH

Re-advertisement

HEAD TEACHER

**Foster's Primary School (Voluntary
Controlled), Welling. Group 4.**

Applications are invited from suitably experienced
teachers for the post of Head Teacher. Appointment
to commence 27th April 1987.

Application forms and further details available
from Chief Education Officer for Schools (T.6),
Town Hall, Crayford, Kent DA1 4EN to whom they
should be returned by 6th February 1987.

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION

DEPUTY HEADTEACHER POST ENFORD C.E. (CONTROLLED) AND NETHERAVON WITH FITTLETON C.E. (CONTROLLED) PRIMARY SCHOOL

Group 3 NOR. Approximately 100 combined
A new Primary School, to be built at Netheravon and serving the areas currently served by Enford C.E. (Controlled) and Netheravon with Fittleton C.E. (Controlled) Primary Schools, has been included in the Education Committee's Building programme for 1987/88. In the meantime, the Schools operate as separate establishments but under a joint Head.

The Governors of the two Schools, acting jointly, seek to appoint an enthusiastic and experienced teacher, preferably an infant specialist, as Deputy Head. Initially the person appointed will be based at Enford School, which is a two class school. The appointment is from April 1987.

Application form and further details from and returnable to (S.A.E.) the Head Teacher, Netheravon with Fittleton Primary School, Fittleton, Salisbury, SP4 9QA by the 2nd February.

SCALE 1 POSTS

GREAT WISHFORD C.E. AIDED FIRST SCHOOL, WEST STREET, GREAT WISHFORD, SALISBURY, SP2 0PG.

Group 1 NOR. 36

Required from April or September 1987 a teacher to work with infant age children initially in this two teacher village First School (5-9 years). Applicants should have a flexible approach and be willing to accept some curriculum/school responsibility.

An interest and ability in any of the following: Language, Art, Display or Swimming would be an advantage.

A practising communicant member of the Church of England preferred but not essential.

Application form and further details (S.A.E.) from and returnable to the Head Teacher by the 6th February.

AMESBURY COUNTY INFANTS SCHOOL, COLDHARBOUR, AMESBURY, SP4 7AH.

Group 3 NOR. 151

Require from April 1987:

1. An enthusiastic teacher for Reception Infants. Candidates must be able to develop children's work through first hand experience. Ability to teach Music an advantage.
2. A lively and experienced teacher for Top Infants. An interest in topic based teaching is desirable.

Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by the 2nd February. (S.A.E. PLEASE)

PRIMARY HEADSHIPS

continued

HAMPSHIRE

WALLCOT COUNTY PRIMARY

School Lane, Nether Wallcot,
Stockbridge SO20 8EH

Group 4 Headteacher 1987

S.A.E. (freescale) to Area

Education House, 41 Wote

Street, Bathwick BA2 1LW.

Closing date for receipt of

completed applications 5th

February 1987.

The County Council pursues

a policy of equality of

opportunity. Applications

particularly welcome from

people with disabilities.

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LONDON WC2

L.I.E.A. (R.C.) J.M. & I.

SCHOOL

Christchurch Street, London WC2A

8NA

The Governors of this voluntary

aided school invite

applications from suitably

qualified and experienced

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EXTRA

It's worth asking about child discounts

A family affair

GILLIAN THOMAS

Winter-sporting with children is not a straightforward affair. Families need a certain kind of resort and specific facilities. Both demand painstaking research through the plethora of brochures, though fortunately most are very informative.

Unless parents positively want to spend the holiday teaching their children to ski themselves, the resort should have a ski school which offers children's classes. Since children invariably pick up the techniques much quicker than adults, they are likely to progress best with their own group - which is also less galling for beginner parents.

The duration of lessons varies. For example, in France you will probably just get two hours in the morning, leaving the afternoon free to ski together as a family. Austrian ski schools invariably offer four hours daily. Many have ski kindergartens for children from four years upwards with the option of letting them stay for lunch and entertainment afterwards (both at extra cost). This avoids the complications of trying to arrange a lunchtime rendezvous. Under-fours cannot normally join classes, though some resorts have creche facilities.

While children are likely to prefer the excitement of downhill skiing, a resort that also offers cross-country - Langlauf - can provide parents with a less energetic, less risky alternative. Or for non-skiers, there are often activities like skating, tobogganing and curling as well as mountain trails for walking and indoor sports facilities.

Resort plans printed in the brochures give a good idea of what the selection of slopes is like. Those with a preponderance of difficult "black" runs attract expert skiers, whereas most families need a selection of nursery and medium ones. To keep costs down, some operators use very small places where the facilities are only suitable for beginners.

Though large sophisticated resorts offer good skiing for all standards, their facilities tend to come at correspondingly high prices, geared to their jet-setting clientele rather than families. In places like Davos in Switzerland and Kitzbühel in Austria, tiny mouths could dispose of a fortune on drinks and snacks alone! Even if you are accustomed to self-catering on summer holidays, it is not necessarily the best option when skiing. After an energetic day on the slopes, do you really want to have to plan meals, shop, cook, serve and wash up?

The feasibility of self-catering in an apartment or chalet depends largely on the type of resort. Some, like the



Ready for the races

purpose-built French ones, are much more geared to it than others. Places like Flaine and Les Arcs, which are dominated by apartment blocks, have plenty of supermarkets and take-aways, whereas shopping in the average Tyrolean village is confined to a corner store.

Also, do not assume that it will necessarily be cheaper to provide your own meals, even where several children are involved. Half-board hotel packages, particularly in Austria and Italy, compare very favourably in price. They also have the advantage of enabling you to estimate more closely the likely cost of the holiday beforehand. Bear in mind too that prices are slightly lower when the sleeping accommodation is at a chalet annex to a hotel, though they are invariably just as adequate.

Set against all this is the fact that hotels provide a constant source of temptation in the shape of fizzy drinks and space-invader machines. However, some form of après-ski entertainment is as essential to the holiday as the skiing itself. In a hotel you have it built-in, whereas if you are staying in the comparative isolation of an apartment you will have to seek it out for yourself.

Après-ski distractions that go down well with children are swimming, skating, bowling and fondue evenings, rather than smoochy bars and discos, though teenagers will of course relish them too. Free access to a hotel pool or disco is a big asset. In addition a hotel

or pension has baby-sitting advantages, while older children will be pleased to have some form of lounge to play board or card games in - and to meet up with ski-class friends.

Another alternative is to stay in a chalet with meals provided by a resident cook. To do so, you may need to book the whole chalet, perhaps with another family, as four operators try to avoid mixing children with groups of singles or couples. New this year are escorted chalet parties for 14-17-year-olds at La Plagne in April. (One week, £269, plus £45 for ski lessons, John Morgan Travel, Meon House, Petersfield).

Child discounts vary widely. Even if there is no mention of children in the brochure, it is still worth asking about them. You can find anything from 10 to 50 per cent off, depending on the age of the child and the tour operator. In some cases, however, in hotels, operators usually only have limited allocation of family rooms, so you will need to book early to get the best deal. PGL (Station Street, Ross-on-Wye) have family holidays by air, coach and car to Wengen, a village south of Salzburg with special arrangements for children from three to 14.

Unlike summer, the peak ski season does not coincide with school holidays so resorts tend to be less crowded during them, except over the Easter break. Prices are lower then too. Going late, the sun is warmer but to be sure of snow, choose a resort with high pistes.

As well as accommodation, it is worth comparing the cost of "ski packs" - covering equipment hire, lessons, lifts and insurance. This is always a hefty extra, particularly when multiplied by several children. Prices vary from place to place and operators offer different discounts on them. Children's lift tickets often cost less if bought in the resort itself, but there is rarely any reduction there on lessons or ski hire.

Although travel by road works out cheaper than flying, long journeys, especially by coach, can be very exhausting and provide poor preparation for the first tentative days on the slopes. Taking your own car is more flexible but even on a comparatively straightforward drive, for example to the French Alps, you could encounter difficult winter conditions and lose valuable skiing time.

An absolute essential is to check your holiday insurance with care. For example, it should cover the cost of a parent remaining behind if a child has to stay in hospital. Also in case that happens, it is better for parents to travel on separate passports.

Gillian Thomas is the co-author of Family Favourites, which features 70 holidays which work well with children, including skiing (published in February by Corgi, £3.95).

Taking a look at the Highlands

The real stuff

ROBIN MEAD

He leaves on the silver birch trees were only just turning to gold, and the River Dee was a blue ribbon running through the countryside as it reflected a cloudless sky. I performed a gentle snowplough down the ski slope above the Craigendarroch Hotel, just outside the village of Ballater in the Dee Valley, and came to a stop by my instructor's side.

"Not bad," she said. "Now do it again, and from higher up this time." I forced my legs to obey, perspiring gently in the warm sunshine of an early September evening.

Skiing is now a year-round activity in Scotland, but it is no thanks to weather. Indeed, the main drawback of a skiing holiday in Scotland has traditionally been that an essential ingredient - snow - has often been in short supply except between December and March. And sometimes, embarrassingly, it has failed to appear even then.

But the construction of artificial "dry" ski slopes, like the one at Craigendarroch which opened last winter, has changed all that. Indeed, the principal Scottish ski resort of Aviemore, on Speyside, now has two "dry" slopes. In fact the whole picture of Scottish skiing has changed almost beyond recognition in recent years. Skiing in Scotland used to be something of a rough-and-ready activity. Remember the crowded overnight trains, the glitzy resorts (or no resort at all), and the distinct lack of facilities once you reached the slopes? No wonder that Scotland hardly rated a mention in the skiing guide books.

But today, if you are looking for a skiing destination that is easily accessible from all parts of Britain, Scotland represents superb value for money, and has ski schools which not only offer the best tuition in Europe but also ensure that every instructor speaks English, then look no further. That dream destination is right on your doorstep.

Even the weather has been kind, and Scotland's claims to a skiing season which, even away from the "dry" slopes, lasts from Christmas until April and beyond, have been well-founded of late. Perhaps that is just as well. Scotland has been pouring money into its ski resorts and facilities - and it shows.

But it shows in the nicest possible way. From the early attempts to ape the style and custom of Continental ski resorts, Scotland has modified its image into something more home-grown. The accent now is on traditional Scottish custom and culture, and on the age-old call of the great outdoors coupled with up-to-date hotels.

So, if you are a skier and have not taken a look at what the Highlands have to offer recently, or if you are a beginner, do give Scotland a second thought. You are in for a pleasant surprise.

There are four main skiing areas. They are:

Glenshee - Sandwiched between Braemar and Blairgowrie, close to Britain's highest mountain pass leading up from the Devil's Elbow, Glenshee used to be the poor relation of Scottish ski resorts. But, in terms of facilities, it is now the country's largest resort - a multi-valley complex with 20 lifts (there are more to come) and extensive skiing. It is most suited to

intermediate and expert skiers.

Cairngorm - Scotland's best-known skiing, on the slopes of Britain's highest and most extensive mountain range, is to be found above its known resort, Aviemore. If you want accessibility, and a choice of activities and entertainments, then this is the area to pick.

The Lecht - Situated between Inverness and Royal Deeside, in the heart of the Scottish Highlands, the gentle slopes of The Lecht have proved very popular with beginners and intermediate skiers. Eight lifts so far, and more to come, ideal for families with their own transport.

Glencoe - Scotland's newest ski slopes, and the only ones in the west of the country, are on the White Cairns at Glencoe, amid spectacular and historic surroundings. Glencoe is ideal for the expert skier, and it is really difficult for itself by operating only four days a week for most of the winter season. But it is popular with the Scots at weekends.

In addition to downhill skiing, Scotland is also taking an increasing interest in the cross-country version of the sport. This, too, is concentrated in four areas: Glenisla, below Glencoe; Cairngorm; Glencoe; and around Huntly in the north-east of the country.

The choice of accommodation, and the provision of other facilities and entertainments, varies considerably according to which area you choose. Cairngorm and the Spey Valley are the most popular, and offer a wide range of sports facilities, and a lively nightlife which happily remains Scottish taste rather than trying to develop a Continental one. A wide choice of places to stay is available if you choose to ski in Glenshee (near Perth), or on The Lecht (between Perth and Deeside and Inverness).

Transport has been streamlined too. Aviemore can be reached comfortably by road and rail whatever the weather, and the roads leading up to Glenshee have been made wider and safer. Shuttle buses serve Glenshee and The Lecht from the nearest towns and villages, which means that skiers can pick and choose where to stay. For The Lecht at Glencoe it is best to have your own transport, but beware the busy weekends.

The only other problem is: will it snow? Ski weather reports are now broadcast regularly both on television and radio in Scotland, or you can telephone 031-246 8031 for an up-to-date round-the-clock weather briefing. The artificial slopes are there if the weather is not ideal, but if you are desperate, but building down seems to have been like going up and buying an umbrella. This winter, in mid-November, the high peaks of the Cairngorms already had a covering of the real stuff.

Further information: Inclusive skiing holidays are now available from travel agents, or direct from 14-15 Holiday Lodge, Bridge Road, Dalmeny, Edinburgh EH4 3EU (031-332 8200).



EXTRA

Cairngorm - good value for school parties

Piste grooming

GLEN FERRIER

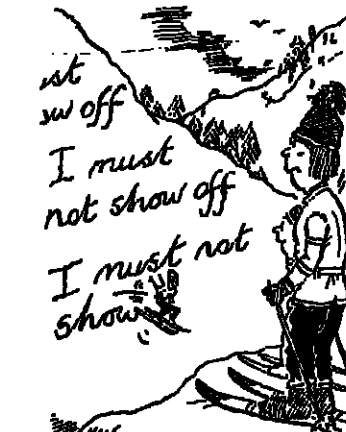
At a time when dry ski slopes are springing up all over England, real skiing, on snow, is increasing in popularity each year. Long gone are the times when a day's skiing meant a long walk up a goat track to reach one or two isolated lifts and where slope facilities were spartan in the extreme.

Of the four ski resorts in Scotland, Cairngorm in the Spey Valley in the Central Highlands is the largest and the longest established and has the best slope facilities. The completion last year of a multi-million pound Day Lodge adjacent to the beginners' area has doubled the catering facilities (and the loss) on the mountain.

The variety of runs on Cairngorm compares favourably with many of the Alpine resorts. While it will never have the variety or length of runs of places like Val d'Isère, Courchevel or Courmayeur, it does have over 30 runs suitable for all levels of skiers from beginners to intermediates and aspiring racers, and these runs are well linked by a system of four chairlifts and 11 ski-tows with another three or four planned in the near future. For school parties it is ideal as it offers the variety of slopes required for their level of skiing with ski instruction in English and prices which are now possibly lower than five years ago.

Recent improvements have opened up new runs and widened existing runs to give more space and wider pistes and more variety of terrain. Piste grooming, once foreign to Cairngorm, is now a regular occurrence, and the lights of the piste-bashers can be seen on the slopes in the early hours of the morning.

Ski instruction is one of the most important elements of any ski holiday, and not just for beginners. The provision of dry ski slopes has meant that



lack of it. At these times there are plenty of other activities on hand like skating or swimming, and if weather conditions permit, the ski school will operate its own portable ski-tow within the village or perhaps organize alternative pursuits like hillwalking or abseiling.

Ski instruction is one of the most important elements of any ski holiday, and not just for beginners. The provision of dry ski slopes has meant that

many schoolchildren who come on a holiday course are already proficient skiers. The ski schools welcome this opportunity to teach youngsters to an advanced level to get maximum enjoyment from the sport. British ski instruction has evolved from the best of the French and Austrian teaching methods and is now internationally recognized as one of the most effective and comprehensive teaching methods. Ski schools who are members of the Association of Ski Schools of Great Britain are carefully monitored to ensure they maintain the standards set by BASI (British Association of Ski Instructors) who are the training and grading body of the professional sport.

Of the four ski resorts in Scotland Cairngorm is the most accessible. Situated close to the main A9 road to Inverness, it is surrounded by small villages from Newtonmore in the south to Carrbridge in the north with the purpose-built resort of Aviemore in the middle, closest to the slopes. Road improvements in recent years have reduced the journey time considerably with coach journeys from Manchester, Newcastle and Edinburgh now only taking seven, five and two hours respectively.

Aviemore has most of the après-ski entertainment normally associated with most large ski resorts, with its own swimming pools, skating rinks, curling, go-karts and numerous discos. Accommodation for school parties is normally in the neighbouring villages where prices are lower and where the hotels are managed by their owners and entertainment is organized within the hotel. The standard of accommodation at the hotels has improved



Newtonmore Main Street, Inverness-shire

dramatically within the last few years and many hotels now offer private facilities throughout while others have showers and toilets in over half of the rooms.

Value for money has to be one of the main objectives when considering the needs of schoolchildren, and one company, Newtonmore Ski School, seems to have the answer. The ski school books the local hotels and the coach and puts together a package which cuts out the tour operator. By doing this prices are kept to a minimum. Currently the price for five day's skiing including dinner, bed, breakfast, full area lift pass, morning and afternoon instruction and all the hire equipment costs between £100 and £135 per person depending on locality and time of year.

In common with the rest of the holiday trade, prices are at their highest when the places are at their busiest. This means that queues are longer when most schools ski at half term and schools are advised to take advantage of the lower prices and empty ski slopes during the remainder of the season. Apart from weekends, there are only five weeks out of a 17 week season when the slopes are busy and in 1988, Newtonmore Ski School will offer substantial discounts for any block bookings where an authority books several schools over a period of weeks.

If you would like to know more about ski courses for schoolchildren in Cairngorm, please contact Glenn Ferrier, Newtonmore Ski School, Main Street, Newtonmore, Inverness-shire.

St Moritz - tempting packages

Distinctly British

They say that on a typical February night in the King's Club, St Moritz's most fashionable disco, the place lives up to its name. At least one of the world's crowned (or, nowadays, more probably ex-crowned) heads will be dancing there until the early hours.

February is the height of the season in this most famous of Swiss ski resorts - the time of year when the rich and famous arrive for a little exercise and the gossip columnists swoop to report on the resultant goings-on.

The attractions match the clientele. There is horse-racing on the frozen surface of the lake which the town overlooks and, if you tire of the turf (or, rather, its icy equivalent), then there is usually a fashion show, or a concert, or an ice gala to keep you amused. Or, if you don't fancy the disco, there is always the casino.

Of course, the main street glitter with jewellers and clothes shops - for St Moritz is Switzerland's most stylish shopping centre after Zurich. Clearly, you have got to have a bit of cash to go there. Either that, or a lot of nerve, and quite a few Brits, it seems, still have both. For St Moritz is a Swiss ski resort which the British have made their own.

It would be nice to report that they go there for the skiing. St. Moritz and its neighbouring resort of Pontresina in the Engadine Valley, and boast some of the best skiing conditions in Europe. The downhill slopes alone total a cool 200 miles, and there are 56 miles of prepared cross-country trails. Other sports facilities - from swimming to aquatics, and from skating to alpine slides - are equally magnificent.

In fact, however, the great British passion in St Moritz is tobogganing - or, as it is better known to its devotees, bob-sledding. Britain invented the famous Cresta Run, the swooping, stomach-churning individual race of a couple of miles down from St Moritz on which individuals reach speeds of 90mph in the mornings. And in the afternoons, when the Cresta Run is too busy to use in safety, the sporty turn to the slightly less hair-raising four-man bobsled race which follows a more or less similar but less dramatic route.

Swiss and Germans - and the Americans have also adopted this peculiarly British pastime and now take many of the prizes. But St. Moritz remains a distinctly British resort.

Instead of après-ski glasses of glühwein, the old-established Kulm Hotel - which many Cresta Run enthusiasts use as their headquarters - serves post-bob-sledding afternoon tea.

And, if you are a skier, take heart. You don't actually have to be a part of the upper crust, or the recent beneficiary of a hefty inheritance, to go there. A number of British tour operators feature inclusive holidays to the resort at tempting package prices. They may not put you into the Palace Hotel, which is the best in town and the one which is the home of the King's Club, nor the Kulm. But some programmes do feature the beautiful Hotel Carlton, which is smart and spacious, with superb accommodation and public rooms, excellent food, its own indoor heated swimming pool with sauna and massage, and its own night-club. The Hotel Schweizerhof, with beautiful views over the lake, excellent food, and its own night-spot, is a good (and cheaper) second choice.

Thrum through the brochures at your local travel agent's, and you will find an inclusive deal to suit your pocket. Take a do-it-yourself holiday, and you will pay a lot more: bed-and-breakfast at the Kulm works out at about £100 per person per night.

Further information: Swiss National Tourist Office, 1 New Coventry Street, London W1V 8EE (01-734 1921).

Robin Mead



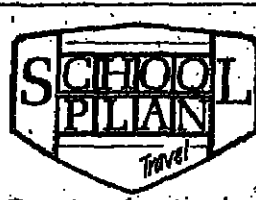
"The Schoolplan service has been absolutely excellent."

Judith Hunt, Addington High School, Croydon.



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ATOL 1200

EXTRA

Malta and Gozo

Honeyed tones

ANGELA HUMPHREY

I've just discovered not one but two magical islands. Malta and Gozo aren't a million miles away; no shots needed; no jet-lag; no language barrier; no muggings; no malaria; no "mucked about foreign food" (as my father called anything unfamiliar) and, therefore, no "Montezuma's Revenge".

They have a woman, Agatha Barbara, for President who campaigns for women's causes; a beautiful sunny climate; golden sandy beaches; brilliant flowers (mauve jacaranda, purple bougainvillea, red hibiscus, pink geraniums, white oleander and yellow prickly pears); archaeological sites; prehistoric temples; catacombs and caves; a Blue Grotto (smaller and less crowded than Capri's); religious festivals; Baroque churches and stone forts. There isn't a ugly building to be seen since they're all made from the local honey coloured limestone and, although the streets aren't actually paved with gold, they're bathed in a golden glow. The Romans called Malta "Melita", perhaps from the Greek word *meli* (honey) but probably referring to that golden aura which surrounds the whole country.

All sorts of invaders have passed through Malta and left their mark from

the Phoenicians, Carthaginians, Romans and Arabs to the Christian Knights of St. John (who ruled the island for 250 years building massive fortifications at Valletta, Malta's capital), the French and, latterly, the British who stayed for 160 years.

So, although it's a warm, sunny island bang in the middle of the Med, there's enough Britishness to make you feel at home. The Maltese all speak English, drive on the left in well preserved old British motorcars, have red letter-boxes and telephone booths, walk their dogs on a lead and put RSPCA boxes in shops and hotels, eat chips with everything and drink in pubs called The King's Own, The Royal Engineers, The Guard Room and The Dog's Head. They also give their houses names such as "Rover's Return" and "Spurs Fan House" and The Union Club, frequented by British expats, is known locally as "Waiting for God".

The George Cross island is just 95 square miles, so it's easy to see a lot in a short time. We stayed at the Corinthia Palace Hotel in San Anton (just

around the corner from the President's Residence in San Anton Gardens), a good centre from which to see not only different parts of Malta but the island of Gozo too.

However, getting to grips with the names of the local towns and villages isn't so easy. Birzebbuga, Bugibba, Cirkewwa, Ghazqa, Mgabba, Naxxar, Xemxija, Xewkija and Żejtun don't easily roll off the British tongue. Maltese, as the Maltese language is called, is a mish-mash of Arabic, French (*bonjour* means good-day and *bonsoir* good-night), Spanish, Italian and, of course, English.

By far the best way of deciding what to see on these islands is to go to the Mediterranean Conference Centre in Valletta for the 45-minute audiovisual show "The Malta Experience" which covers 5,000 years of Maltese history. This building, constructed in 1547 under Grand Master Jean de la Cassiere, achieved fame as one of the best hospitals in Europe at that time and the Exhibition Hall, formerly the Great Ward of the hospital is, at over 500 feet, the longest unsupported hall in the Mediterranean.

On Sunday mornings there's an open market under Valletta's city walls where stalls sell everything from brassieres and bikinis to mud-guards and mongrel pups. From there we made our way to the City Gate which brought us into a long wide street, closed to traffic and lined with honey coloured buildings. During the era of the Knights of St. John (1530-1798) it was called St. George's Road, the French (1798-1800) renamed it Rue de la République and then the British (1803-1964) changed it to King's Way.

A third of the way down Republic Street is St. John Square and off to the right is St. John's Co-Cathedral, the knights' own church built in 1577, inside which is a staggering display of Baroque art with hardly a square inch that isn't sculpted or painted. The tombstone floor is a form of mosaic and in the Oratory hangs Caravaggio's masterpiece "The Beheading of St. John".

Further along this street stands The Grand Master's Palace, a two-storey building where the Grand Master, Head of the Sovereign Military Order of St. John of Jerusalem, lived and which now houses the Maltese Parliament and also serves as Agatha Barbara's office.

From the Palace we strolled along Archbishop Street, turning right into Merchants Street and then walking due south in the direction of Upper Barracca Gardens built in the 18th century and where, amid the bright red hibiscus bushes, stands a statue of Sir Winston Churchill. From under the colonnade there's a stupendous view across historic Grand Harbour and directly ahead Fort St. Angelo, an important stronghold in the Great Siege and former British Naval Headquarters from where commanders



Public transport in Valletta

once saluted their ships. Today it is about to be turned into a tourist complex.

We took a two-hour cruise from Silvana skirting the edges of Lazzaretto and Maide Creeks, around Fort St. Elmo (built in a star-shaped design on the very tip of Valletta), into Grand Harbour and in and out of Marsa, French, Dockyard, Kalkara and Rincella Creeks, the waterfront rooftops a myriad of TV aerials looking like so many hovering dragonflies. In French Creek a Chinese and a Greek freighter were being repaired having crashed into one another in thick fog ripping open each other's bows.

On that Sunday evening we drove south to the village of Grendi (the limestone for building comes from a quarry here) to watch the annual religious festival (*festa*) of Our Lady of Lourdes. A *festa* is quite an experience, with fireworks exploding in the sky, the church lit up like a Christmas tree, young girls walking arm-in-arm showing off their new dresses, and brass bands marching up and down the narrow streets.

Just west of San Anton is the little town of Mosta where parish church has one of the largest domes (123 ft. in diameter) in the world which can be seen from all over the island. On April 9, 1942 a bomb fell through the dome and slid across the marble floor without exploding which was, indeed, a miracle for the congregation of 300. Today it stands defused in the sacristy.

From Mosta we drove to the Ta' Qali Crafts Village where old Nissen huts have been turned into shops selling leather goods, silver filigree bracelets and brooches, wrought iron gates and candlesticks, lace shawls and Christening robes. Medina glassware (which we watched being blown into beautiful shapes) and pottery - in A. Coramici I bought a perfect replica of a brown paper-bag which, though fragile, I did manage to get home in one piece.

The old capital of Malta, the medieval city of Mdina, is the jewel in the crown. Now known as Silent City, it stands at an altitude of 700 ft. overlooking the plains and hills to the sea. We walked along its narrow, nearly deserted streets lined with honey coloured buildings until we came upon the Medina Restaurant. There, in an old courtyard, its ochre coloured walls festooned with red geraniums and purple bougainvillea, we lunched on *timpana* (a delicious cross between macaroni and shepherd's pie) followed by grilled swordfish with

lemon and chips, washed down with a bottle of local wine.

One morning we took in three archaeological sites. The first was the Salinetti Hypogeum in Paola, an underground prehistoric temple dating back to 2400 BC with a series of cave hewn out of the rock with antler-horn picks. Next the Tarxien Temples where a huge skirted figure suggests that fertility rites were once performed here; south-east at Ohar Dalam is a cave and small museum which houses the skeletons of animals that existed in Malta in the Pleistocene era, such as dwarf elephants.

From Cirkewwa we took a one-hour ferry ride over to Gozo. Called Oghojso's Island, because the famed sea supposedly kept the Ulysses entombed there for seven years, it is just five miles long and four and a half wide with a mere 30,000 inhabitants, known as Gozitans. As we docked in Mgarr we were greeted by the sight of the Glenegles Bar on the harbour-front, so-called because the first ferry-boat which operated the shuttle service in 1885 was named "The Glenegles".

Eleven stone watchtowers surround this tiny island and during World War II General Dwight Eisenhower pulled one of them down to make a runway so that his planes could attack Sicily. Our first stop was the tiny town of Xewkija whose claim to fame is its Rotunda Church, a church within a church. Since land is at a premium on Gozo, the 16th-century chapel was dismantled stone by stone, each and every one being photographed, numbered and re-erected inside the walls of the new Rotunda church built between 1951 and 1971.

Gozo's capital is Victoria, the name given in 1897, during Queen Victoria's Jubilee in 1897, but Gozitans still call it by its old Arab name, Rabat. The citadel stands high on a bluff and from the ramparts, which you can walk around in 20 minutes, it's possible to see all over the island - greener and quieter than Malta with terraces of dry-stone walls enclosing fields filled with sunflowers and prickly pears.

The pace of life there is slow with little old ladies making lace in the shadow of their doorways and the only sounds are the clip-clop of the horse-drawn *karrozzin* and the buzzing of the bees.

I'm going back to Gozo.

How to get there: For further information contact: Malta National Tourist Office, Suite 207, College House, Wrights Lane, London W8. Tel: 01-938 2668.

EXTRA



Selma Lagerlof 1858-1940.

Wild strawberries

continued

berths, car and 13 nights is £430 low and £574 high season. Sommarvik, new built in 1986, groups its cabins into a hamlet around central facilities and is known as Sunne Sugecenter. Three miles away at Arjang there is a leisure centre with pool, squash and tennis courts, shop and petrol. Sunne is a 10-minute drive.

This is ideal territory for lovers of hiking, boating, canoeing and fishing. Many of the idyllic villages provide opportunities for purchasing craft goods direct from the makers. Things to look for are traditional brass and copper, painted wooden items, textiles and light Swedish designs in everything from paper to glass, porcelain and silver. Sommarvik is located magnificently and we enjoyed every aspect of our stay down to free in-house videos of English films on a rainy evening.

In Sweden forests are never far away and trees surround Sommarvik. The cleared areas of scrub brought us bowls of small, intensely flavoured wild raspberries. Shady areas yielded handfuls of bilberries. Earlier, wild strawberries (remember the Bergman film of that name) are profuse. We returned with cranberries for our Christmas turkey.

Swedes are inveterate berry pickers, gathering an estimated 2 per cent of the nation's huge wild growth. We went mushrooming too in the surrounding forest which can be dense, dank and gloomy. Locals know 200 varieties but, guided by the student camp factotum, we settled for two or three edible types with the best flavour. My advice is buy a mushroom handbook in Sweden. Text is unimportant but the illustrations vital - three stars are safe and best, the poison sign tells its own story. In just an hour we gathered enough yellow chanterelles and meaty Carl Johans for several meals. Such fruits of the earth plus fish from the lake helped our domestic economy enormously.

Always on the look out for the elk, denizens of the deep forest, we came upon an elk horn - four years old, said our student - Swedes know this kind of thing. For the best chance of seeing elk I advise joining a Sunne Tourist Office evening excursion; bring your own grub for a sausage sizzle Swedish style in the wilderness, as they term it, with elk not too far away.

Swedes are dance addicts, pop and disco of course, but mostly their own folk variety. People gather from miles around to jig lightly in folk costumes which strike me as Schubertian. At

wooden piers, in parks, by the canal and on top of Gammelstatten, a sudden craggy hill, with Upper Fryken Lake as a spectacular backdrop, Swedes dance to violins on wooden stages. They dance polkas, reels and the hambo. It is all relaxed and unselfconscious; even young, high-flying civil servants down from Stockholm in costly Italian suits confess to a passion for folk dancing. One revealed that for special occasions he stood around in wet suede trousers so that they would dry without bagging inelegantly. How very different from Whitehall!

We hit Sunne in "Culture Week", uncomfortably named perhaps but a boon. There was even more dancing and visiting Faroese contributed their stately chains and chants. At the gorgeously modern Selma Lagerlof Hotel in Sunne we enjoyed a gala concert with orchestra and soloists up from Karlstad Opera. To our astonishment the event concluded with a rendering in English of *Land of Hope and Glory* plus encore, the entire audience standing and bowing in full prom tradition (familiar in Sweden from annual TV transmissions). We spent a contrasting evening at the so-called Grasmark Homeyard, picturesque wooden farm buildings preserved as a museum with dance arena too. We ate a rich dish of belly pork and cranberry with oat crumble followed by excellent, as ever in Sweden, coffee and cake. We joined a torch procession to midnight service in the village church where the tunes were all folkloric. So magical was the experience even for the organizer that he forgot to lead the psalm and the congregation took up the melody unaccompanied to heavenly effect.

Eating out in Sweden can be costly, but watch out for dish of the day and meal of the week. If not refuted, the food will be good and substantial. We consulted local papers because hotels and restaurants as well as supermarkets advertise their special offers extensively. We paid about £3 for a dish and around £4.50 for dish plus soft drink, bread and butter followed by coffee. We treated ourselves to rein-

deer steak followed by cloudberry cream at the Selma Lagerlof paying later on the "flexible card". Bring duty free spirits from the ship but good wines are available at the state shops at prices similar to those charged by merchants at home. Despite a weak pound Sweden is not excessively costly if care is taken.

Our pursuit of the Selma Lagerlof trail took us to Marbacka a few miles from Sunne. I found it a dullish house but undoubtedly, as a national shrine, worth visiting. I was disappointed, for the old Marbacka has gone. It was so marvellously evoked in her best book simply called *Marbacka*, a series of autobiographical tales. She is buried in the nearby churchyard of Amstervik a few yards from the lake and moving atmosphere despite the dull ugliness of the marble slabs. Rottneros, just outside Sunne, is not to be missed as a superb garden with fountains and some fine sculptures by Scandinavian artists all round the manor house which was the model for Selma's fictional Ekaby. Toward the lake we found Selma Lagerlof in stone seated

staring at a delectable promontory. Sunne lies on an easy drive of 260 kilometres from Gothenburg. Leave time on the homeward journey for city big store shopping, especially if the sales are on, for glass and such like. On board you can reclaim the tax paid: in our case £5.50 back on an outlay of £45 which in itself represented a half price sale offer. Sunne is even nearer, about 160 kilometres, to Oslo where we landed from Fred Olsen's liner *Braemar* on its weekly, year round, route Harwick via Hirtshals. Sunne is near enough to Oslo for a trip to see the Viking ships, Kontiki and Fram, the Munch collection and the Gustav Vigeland Sculpture Park much beloved by Bernard Levin.

Nils, flying over Sweden on board the wonderful gander named Morten saw steamers and boats but no motor traffic on the roads. Part of Sweden's great attraction is surely that even today Nils would see few cars, so grand is the scale and so sparse the population both indigenous and visiting. Long may the berries and mushrooms grow in Varmland's peace.



Village auction near Sunne



Typically baroque ornamentation in a Maltese street. The local stone is a golden limestone.

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Rose Futez, Portside Community College.



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ATOL 1969

Sweden - the country of Selma Lagerlof

Wild strawberries

DUDLEY WILSON

"Once upon a time there was a boy. He was rather a useless boy. Mostly he liked to sleep and eat and make mischief."

So begins a geography textbook for Swedish schools which became a world classic of imaginative literature. Selma Lagerlof wrote her first novel *Gosta Berlings* (see review page 23) in 1892. The *Wonderful Adventures of Nils*, the textbook I mentioned, brought her riches which enabled her to buy back her family home of Marbacka in Varmland. We chose Varmland for our Swedish holiday. Any stay in that lovely region of long river valleys, hills, woods and lakes is enriched by the lingering presence of Selma Lagerlof, the atmosphere of Varmland seems familiar to her readers for it permeates her work.

We chose Sunne, Broby in the

stories, a small town at the heart of Lagerlof land. Its exemplary Tourist Office arranges and advises just enough to keep visitors happy. Tourists are scattered either camping or self catering in hundreds of comfortable timber cabins. We reached ours along a forest road at Sommarvik, high above Lake Silen. We enjoyed balcony views along the lake and across to a delectable peninsula. No wonder the Swedish Crown Prince has accepted a summer cabin hereabouts, for the gentle beauty of it all is hard to beat. We settled in with no fuss. The camp provided linen and the shop a range of necessities. Our cabin had three twin rooms, a spacious dining-lounge and a separate, very well equipped kitchen. A coffee machine is

provided but no kettle or teapot. Clearly few British guests were expected. We had two washrooms with WC, shower and washbasin and one with a bath. All electricity is included and there is ample provision for central heating.

I note that Sommarvik features in DFDS Seaways Longship Holiday brochures. It is a mile or two winter brochure. Just a mile or two away are snow-garmented mountains and forest trails with footpaths which have been much developed since I first skied there seven years ago. Prices on winter holidays are low. £68 each when four travel together, inclusive of berths on cross-country and with seven nights at Sommarvik. In summer 1987 Sommarvik is offered on Danish Seaways packages. The all-in price for two adults and two children under 16 years is £140 per person.

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On the trail of the Confederate army

Deep into the south

ROBIN MEAD



Pickett's charge at Gettysburg. Fifty thousand men died there in 1863

For the rest of the world, the American Civil War ended on April 9, 1865. But for some people in the Deep South of the United States it is still rumbling on as a host of Confederate flags, flying over homes from New Orleans all the way up to Richmond, Virginia, clearly demonstrate.

And, strangely, this war which forged a nation is something about which the rest of us know very little. Fought between the nine breakaway southern states and the industrialized north, it turned brother against brother and father against son. It cost at least 600,000 young American lives - perhaps a million if you take sickness and starvation into account. But if you go looking for it in the Deep South then, the fluttering Confederate flags notwithstanding, it is remarkably hard to find.

Of course, you have probably got the name wrong anyway. "The Civil War" is not an expression which finds favour in the old rebel states; they prefer to call it anything from the jingoistic "War of Northern Aggression" to the rather more conciliatory "that late unpleasantness".

Even southerners, who are much addicted to Civil War societies, Confederate museums and other such memorabilia, have their work cut out finding their way through what they see as the mass of northern-inspired propaganda which passes for the official history of the Civil War.

Take New Orleans travel agent John Hunley, for example. An ardent southerner, he has a family name which might well be an heroic one. For it was the CS (it stands for "Confederate Ship") Hunley, one of the world's first submarines, which struck a telling blow for the South by sinking a Union frigate off Charleston, South Carolina, in 1864. In place of the still-to-be-invented torpedo, the Hunley fixed a spar to its prow with 90lb of dynamite on the end, and rammed its ludicrous victim.

A full-sized model of the CS Hunley, looking remarkably like a 20th-century innovation rather than a 19th-century one, decorates a street corner in the town of Charleston, where the first shots of the Civil War were fired. But Mr Hunley has still not been able to ascertain a connection with the submarine's inventor, a privateer after whom it was named.

A pity, because he obviously shares the views of his possible ancestor. "Slavery? That didn't cause the American Civil War," he says. "Never mind what the history books tell you; it was about state's rights."

Historian Dr Wilbur Meneray, who is head of the archives department at Tulane University, New Orleans, is slightly more prosaic. In his views, "People say the war wasn't about slavery, but if there had been no slaves there would have been no constitutional crisis," he says. But even his restraint is muted by confessions: "Every time I read a book about the Civil War,

Civil War. Surprising, because the city was quickly captured by Federal forces. New Orleans is not shy about the fact that it is better at having fun than fighting - a trait emphasized every year during Mardi Gras, which takes place on the day before Ash Wednesday.

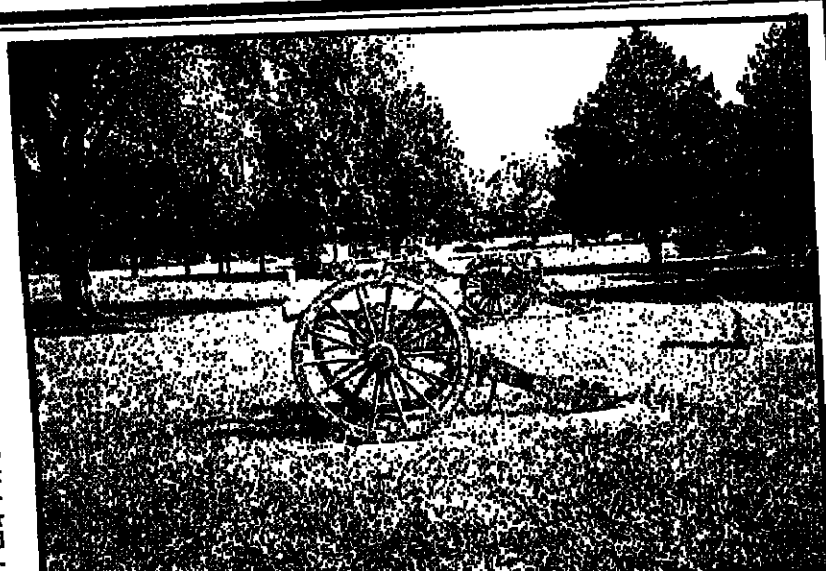
The nicest thing about the "Confederate Trail" is that it takes you to places which the normal tourist might well miss. The ante-bellum (ie: pre-Civil War) mansions of Natchez, for example. Or the monument-studded battlefield of Chickamauga (a Cherokee word, meaning "River of Death"), where the Confederates notched up perhaps their greatest victory and where they looked, for a time, like winning the Civil War.

But in nearby Chattanooga the rebels inexplicably sat back and congratulated themselves on their success while the Federal forces regrouped and rearmoured. Also inexplicably, but somewhat later, Hilton decided to turn the local railway station into what must be one of the world's oddest hotels - but at least the Choo Choo Hilton, complete with steam trains and suites in restored railway carriages, has become a tourist attraction which puts even the Civil War sites in the shade.

The South eventually lost Chattanooga, and with it the war. The story of the battle is graphically told in the evocatively-named Confederama, a "live" museum of Civil War history. There is also a thrilling, funicular railway ride up to the top of Lookout Mountain, where a skirmish known as the Battle Above the Clouds was fought.

If the South's defeat at Chattanooga was militarily unnecessary, at least the Confederates did not bear a grudge against their own. You have heard of Mount Rushmore, the Dakota hillside engraved with the likenesses of sundry US presidents, of course - it is one of the man-made Wonders of the World. But, not to be outdone, the South has Georgia's Stone Mountain, half-an-hour's drive from Atlanta, where its heroes Jefferson Davis, Robert E Lee and "Stonewall" Jackson live on, carved in bas-relief on the granite. Eat your heart out, Mount Rushmore: the Stone Mountain sculpture is the largest of its kind in the world.

Atlanta, home of one of the world's busiest airports and scene of one of the



Chickamauga battlefield as it is today

world's fastest-changing skylines, today bears no relation to the Atlanta of 1864, when it fell to the advancing Federal forces and was evacuated in one of the world's first acts of modern total war. General Sherman began his infamous "march to the sea" from Atlanta: he put the city to the torch, then set out with an army of footers for Savannah.

Just north of Savannah, Charleston seems untouched by history. While Savannah played unwilling host to Sherman and his rabble, Charleston retained its air of dignified aloofness - an atmosphere underlined by its antebellum mansions, antique shops, horse-drawn buggies and Victorian inns.

It is odd to realize that it was on an island fortress in Charleston harbour, where the Ashley and Cooper rivers flow into the Atlantic (or, if you prefer the local version, where the Atlantic flows into the Ashley and Cooper rivers), the first shots of the Civil War were fired.

After South Carolina's secession from the Union, there was a squabble over the garrisoning of Fort Sumter, which had stood guard over the harbour since 1814. Fearing a threat to shipping, the Confederates subjected Fort Sumter and its Federal occupants to a 33-hour bombardment which killed no one but reduced the fort to rubble. When their food and ammunition were exhausted, the Federal troops evacuated the fort - but Union president Abraham Lincoln responded by calling up the militia and the war was on.

Fort Sumter remained a Confederate stronghold for the next four years, until the garrison thought better of staying to meet General Sherman and evacuated it in 1865. Today, there is a pleasant harbour boat-trip out to the fort, where an underground museum tells the story of the last and the battered buildings above ground - or what remains of them - tell their own story. It is an evocative spot.

But then the same could be said of many of the Civil War sites visited on this Thomas Cook tour. It goes on to Richmond, the old Confederate capital; to Washington; to Gettysburg, where 50,000 died in the Civil War's bloodiest battle; and to Harper's Ferry, the scene of the abortive "slave revolt", one of the causes of the conflict.

It was at Gettysburg that Lincoln, recalling all those deaths, prophetically declared that the sacrifice - presumably by both sides - "will be a light in the dark skies as long as America shall exist". A new nation was being born out of the ashes of the terrible war.

But history is full of "ifs". What would America be today, one wonders, if Lincoln had not been president at the time of the Civil War? If Britain had entered the war on the side of the Confederate states, as seemed likely at one stage? Or if the Southern forces had been better led?

One thing is certain: the American Civil War was the first modern war; the first to be fought in the glare of media coverage. Primary sources like photographs and newspaper reports of the time mean that one can discover much about this war. And, through that, one can also discover much about the United States - particularly the south-eastern part of the country - and what made it the nation it is.



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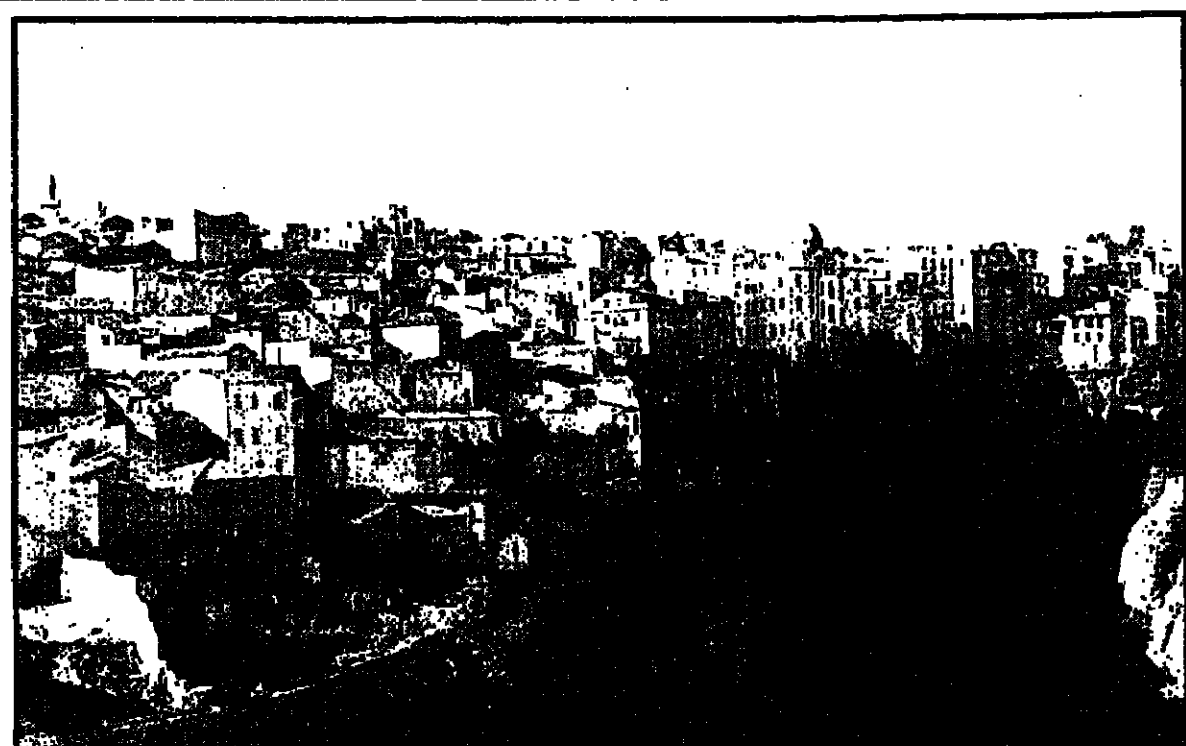
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Constantine, city of stupendous gorges

Vignettes of Algeria

Irrepressible warmth

I do not know when Muslim countries began broadcasting the prayer calls with a tape recorder, only that the overtones of western media rather deflate the image of Mohamed's message. Anomalous, too, are totally shrouded women who tuck towards you with one eye revealed whilst their feet sport very high-heeled scarlet shoes.

Not all your vignettes of Algeria will be incongruous: it is the largest country in Africa after the Sudan, the tenth largest in the world, but perhaps contrast and contradiction make the most poignant impact. For modern and traditional, Western and Islamic cultures juxtapose in a rich and intriguing mixture. Algeria is a rag-bag of colour, there is glamour and there is squalor though everyone looks clean and well-fed. Women in total hijab accompany teenagers in jeans and T-shirts, cities throb and bustle, oasis towns are timeless. Pink oleander

SALLY FESTING

sprouts beside barren waste, and desert flows from the skirts of brown hills.

Human contact is very positive, all round you people meet and shake hands, kiss cheeks, gesticulate, laugh and argue. Long after you leave the Maghreb you will remember its irrepressible warmth and spontaneity. Algerian women are facing potent issues, but despite a strong fundamentalist faction, women travellers receive constant courtesy. Nearly everyone can speak French and you will not be mobbed for money, not at least in the north. I wanted to explore beyond the large Mediterranean cities, so my two-week circuit starting in mid-June embraced Algiers, Bou Saada, Biskra, Constantine and Tizi-

Ouzou. I was surprised how easy it all was.

"Algiers le blanc", the capital takes its name from the six to eight storeyed wedding-cake terraces with ornamental balustrades. From the harbour's edge the view is magnificent. Boats are stuck on the water as if they were made of glass, and in front of you, great ramps seem to push the buildings into a long arc of hills. There are palm set squares, and on the horizon, the silhouette of a memorial to the Revolution links earth to sky like a giant bird.

It is a quarter of a century since Algeria gained independence and the three legs of the monument represent three periods of a tumultuous history, before, during and after the long war. The French walked out after more than a hundred years' bitter struggle. To support her rapidly increasing population Algeria must compete in the economic spectrum but the present

democracy is not as democratic as many would like, and she must fight hard to become the prosperous, industrialized modern nation they dream about. Meanwhile Algerians are assessing a heritage that has been plundered and enriched by Carthaginians, Romans, Vandals, Arabs, Turks and French.

The heart of Algiers is its Casbah, celebrated by Le Corbusier for its narrow vaulted streets, steep flights of steps and huddle of hillside houses, some dipping back to the time of the Bays. Guides patrol the entrance and they will take you to the 16th-century Ottoman palace turned folk museum. You can go alone but the museum is difficult to find and few of the contents are labelled. A Tuareg carpet, a coral-studded Berber bangle, a richly embroidered camel saddle - the imagination is tugged hither and thither.

On the west side of the city, Rue Didouche Mourad climbs past pizza-selling cafes choked with students and jequiranda-filled gardens. Hotels serve largely French food, though Restaurant Djenina has a reputation for cous-cous. Spicy and feathery, it is superb with a white Algerian wine.

Because oil has maintained a sufficiently buoyant economy, Algeria makes little effort to attract foreign tourists and provided you don't expect slick efficiency or get uptight about hygiene, the situation has its advantages. You probably won't meet other British!

If there is no running water in the hotel after midday, you can always fill a bucket, and petroleum is plentiful. There are lots of buses, all ridiculously cheap. When the demand for buses exceeds the supply you can share a taxi. It is faster, still inexpensive and as you pay per seat, you pack in tightly.

A bag of soft black figs are all you need for the winding road south from Algiers that takes you in succession through the sombre ranges of the Tellian Atlas then up into the High Plateau of waving corn. The road side was studied with wild flowers, people alighted and disappeared into drunken heat and the bus rumbled on. Five hours later a dwindled load reached Bou Saada. It felt like the middle of nowhere.

But the terminus is on the edge of the town between brown hills and desert. You can just see thousands of palm trees encircling the oasis, a reminder that Bou-Saada means City of Bliss, for so it once seemed to nomads making their way from the south.

At Hotel Caid (£14 b&b), there was a swimming pool wound with bougainvillea, twisted corob trees, soft strains

of Bob Marley and a garden of like flowers. A minaret stood prominent among flat-roofed, thick-walled houses; mules with pannons, goats and even chickens shared the road beneath striped sun-shades. In dusty and odiferous, and brimful of children arose from the dust in slanting Biblical profusion. You hear then chanting the Koran from open doors, see them queuing outside the school for their rota of lessons in the school day. Always they smile, their eyes shining like black olives.

By day the sun reduced hills and sand round Bou-Saada to a monotonous sludge-colour, but shortly before dusk, beneath a small high moon, they become alive and magical.

Biskra was a favourite winter resort for Europeans between the wars when hot dunes were said to be beneficial to rheumatism, if one lay buried, back like, up to the neck. The other attraction was the romantic Shelt. Each season a local man would dress up as an English female visitor, according to Mary Motley, an intrepid lady who dwelt among the Arabs right up to the thick of the Revolution and wrote a book (*Home to Numidia*) about her experiences.

Robert Hichens filled a lavishly watered garden with sub-tropical vegetation, you can visit his "Lodge Garden", otherwise the town is not useful as a base for the Aurès mountains where Berber villages of mud palm and pine wood are perched on the sides of ravines and Roman Tagad is much too good to miss.

Constantine has stupendous gorges criss-crossed by bridges; as you get the pleasant Algiers seascapes the heat is a little claustrophobic, but you can never get away from the sheer physical beauty of the site. Buttery sunsets spread out over tawny hills surrounding Nilmeier's austere university, modern apartment blocks and a gigantic new combined mosque and University of Islam in full architectural frolic. The city was a powerhouse of religious and political opposition to French rule, nowhere do the petty calls ring more earnestly.

Two nights in Tizi-Ouzou, capital of the Kabylie were scarcely sufficient to explore this intensely cultivated region of fig and olive where the native costume is reminiscent of the Tyrol. Women, dressed like queens, walk in patchwork fields and the language is suddenly musical. Each mile problems of its own difference. Pantiled villages crown the hill-tops; hills clothed with evergreen oak squeeze in close to the shore; there is mile after mile of unspooled coast though few hotels.

The leaves swirling around the Potsdamerplatz, now a thinly disguised bomb site, and once the bustling centre of pre-war Berlin, licence poetic images and analogies just a little too trivially for comfort. Dead leaves are like that, and Berlin is full of them; but only some come from the recently planted trees. So much of 20th-century experience and paradox is concentrated here, and meagre here still, that for a first time visitor like me it was difficult to cut through the layered debris culled from family sentiments and histories, from Pathe News of long ago, from Len Deighton and John le Carré stuff to the reality which is West Berlin. It is a city well worth the studying, and I had come to do just that for a week.

I had been told that if you mix with Germans you find your life is organized and diligent. And so it was. A week crowded with visits, lectures, discussion groups, information hand-outs, slide shows, receptions, fast taxi rides in big, yellow Mercedes, too much sausage, and the brooding presence of the Wall flashed by, leaving me with impressions branded "in camera".

At the Zitadelle, in Spandau, for instance: a High School for the Building Trades, 1,000 to 15 years olds, boys and girls, were practising craft skills en route to becoming fully qualified and recognized journeymen bricklayers, carpenters, electricians, plumbers, concrete pourers - a useful annual addition to the city's skills base. The job of the principal is to tender for real work in West Berlin, as well as to run the place, and to manage matters so that the school breaks even. In the context of the present curriculum debate in Britain this was an eye opener. Forty years ago the same campus made me get the job of repairing it after war damage. Those leaves again, everywhere.

So, too, at the Reichstag. It lives again now, as a Museum of German History. The Wall passes by within inches of its Eastern side. Inside a young historian discusses the "problem" of the "Roots of Prussian Militarism" - you know, the way historians do in ill-fitting, broken English. He has been given our group as his afternoon assignment, and he is transparently anxious to give his best. He thinks Professor Fischer, of Hamburg, has got it right, he says. It was the Germans who caused the First World War. And, of course, the Second grew out of it. Outside, the British Army is doing the 150th hrs patrol of the Wall in the breezy, and to his credit, the Union Jack snapping crackling, the British soldier, three deep. As a setting for a Museum of German History it is doubtful if it could be bettered. I am polite, and we move on to another display case on "Industry". One of my uncles lost a leg in Mesopotamia. I think he would have agreed rather warmly with Professor Fischer, of Hamburg, although he died more than 30 years ago. More leaves, but different ones this time, a child asking questions around a coal fire, Christmas 1980 faded photographs of ambulance drivers in the desert, and

JAMES SIDDELEY

captured Turkish prisoners; and after tea, more photographs, much newer, incomprehensible - heaps of stones with people just sitting on them and my father, uniformed, waving a rifle and smiling, smiling. I have them still. High overhead in their watchtowers the East German soldiers stamp their feet in the cold wind. The graveyard for those trying to get over the Wall has been carefully placed so that they can see it, and also so that the exit from the Reichstag disgorges visitors along its considerable length. There is room for expansion. Some have fresh flowers; others are *unbekannt* - unknown.

The man from the Planning Department is brisk and informative. He reels off the statistics like an A level student delivering a seminar. Only 1.8 million people live in West Berlin, although in the same space before the war there were 4.5 million, and the population is still declining. It is a city of the young, who are students, and of the old who are retired, the latter mostly women who lost their men in the war. There is actually a housing surplus, and flats are very cheap. The Turks have moved into the cheapest areas, right up against the Wall, in Kreuzberg particularly; their kids play the river Spree the East German soldiers shoot them because all the river is "theirs". He describes the style of the buildings in Kreuzberg as Wilhelminian, which we decide means late Victorian, and falls to understand why his repeated description of what the "backside" of the deep and solemn streets are like causes so much amusement. "Where, I ask, 'did Christopher Isherwood live?' "Who is this, please?" is his reply. Planners, it seems, do not read books.

At one of the two "political" lectures given by the Institute for the study of All-German Affairs the lecturer says casually that the staff estimate that no more than 2 million people would come over the border if it were to be suddenly opened. He observes that many people over there passed from Weimar Republic to National Socialism to Communism. Democracy as we know it in the West has no roots; the only thing they know is Communism. It young, it seems, do not read books. Translators later that he was East German originally. He was 20 when he came over, in 1960, just before they built the Wall. He spends most of his time talking to school parties, and to young West Germans sent by their parents, or company, or church as members of a Government scheme which subsidizes such generation in the hope of educating the next generation in the difficult task, he grins, as most of them don't want to know very much. We don't know, we also know the feeling. And we know about the subsidies too, because they are available for others apart from West Germans. School parties from England also qualify and they are worth having.

The Herr Doktor, at the Berlin Development Corporation meetings to remain highly optimistic about Berlin's future, while remaining acutely realistic about the possibilities of attracting new investment into this walled city. He wishes to emphasize, he says, that Berlin is still the largest industrial concentration in the Federal Republic (although strictly speaking it isn't in the Federal Republic, but a military colony of the three Western powers, and it is the Allied Kommandatura which is still the highest political authority in the city; but we digress) and the thinks that tourism has great potential.

Yes, I went to the East, through Checkpoint Charlie. More of Berlin is in the Eastern sector, which is the Russian bit as far as we are concerned, and the capital of East Germany as far as they are concerned, than is in the West. There are many more ruined buildings on the other side of the Wall; some important ones, such as the Philharmonie, have been painstakingly restored.

I was lucky; I met some friends of friends, and they took me around a bit. We could have had a meal at the Cafe Moscow, or Warsaw, or Bucharest, or Sofia, but we decided on the Cafe Prague. Lots of traffic, plenty of well stocked shops. German diligence makes every work. The service sector of the economy is good because small firms can exist legally, and they thrive. West Berliners come across to get their hair done at Eastern prices, I was told. The huge television tower in Alexanderplatz dominates the scene, the beaming TV programmes into the West. Often these seemed to consist of Basil Rathbone playing a Sherlock Holmes in expensively, if you're a fan. At weird experience, the night with time as well as Russian bullets. I met a biologist who had been to the West of his city last when he was 14, and now he was nearly 40.

Many of the remaining massive "Wilhelminian" buildings had signs on them saying "Damaged by British and American Bombing", but in the Pergamon Museum and Greece had been "carefully preserved by our Russian friends". The man from the Zoo told me that they had animals from all over the world, and it was true: Cuban flamingoes, Vietnamese deer, Russian wolves, Chinese swans. There is a zoo in the West, too; and a Philharmonie; duplicity is part of the logic - sorry, I mean duplication, don't I?

Back in the West, from the window of a Chinese restaurant high above the Kurfurstendamm I watch a Swiss diplomatic mission go by in the rain, big, black Mercedes, motorcycle outriders and a suitable wall. A few minutes later a Russian military patrol goes by, in a Chaika; the officers curtained from curious eyes, pointedly ignoring the traffic regulations. It's a normal sort of day in Berlin - the city that lost the war.

James E. Siddley teaches geography at Stockport School. He joined a study-tour recently organized jointly by the European Association of Teachers and the Information Centre of Berlin to that city. Anytime planning a School Visit to Berlin is invited to ring him on 061-485 3622.



"Stop, here ends freedom", says the message on the Wall.

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Hearty walks at Derwent Bank Trenchant pleasures

MIKE DURHAM

Derwent Bank - a large country house on the very edge of Derwentwater in the Lake District - has the unmistakable, brooding air of an Agatha Christie location waiting for an adventure to happen to it. It's an elderly, rambling place, infested with numerous staircases, gabled windows, and creepers.

The perfect place, in fact, for that great detective story event, the country house party - where an odd assortment of folk, many of them complete and utter strangers, might fetch up for a few days to share each others' company, meet over tea and put their feet up.

Which is exactly what they do at Derwent Bank. It is a place where the spirit of English country house holidays is kept alive, through the medium of three great institutions - porridge, mountains, and HF Holidays. Of these three the greatest may be porridge, but the oddest is certainly HF Holidays - an extraordinary survival in the leisure business, an organization which specializes in activity holidays for adults.

HF used to be known as the Holiday Fellowship - a name rich with implications of earnest activity, cold showers, hearty breakfasts, community singing and a vague churchiness. It has recently changed its name and image, but is still one of the leading providers of house-party style "special interest" holidays in Britain.

There are more than 30 "special interest" country houses like Derwent Bank, scattered around in beauty spots,

equipped with somewhat basic amenities but ready to offer that break with a little extra ingredient - companionship and a shared interest. The interests vary immensely, not some of them are curious to say the least.

You can, for instance, "spend a pleasant autumn weekend in Scarborough learning to make beautiful greetings cards using the art of paper quilting" and so surprise your friends at Christmas - secure in the knowledge that you are not alone in your quest. Or you can devote a week in Lyme Regis to "singing for pleasure", seven days playing Scrabble in Swanage, go brass rubbing in Selworthy, bekeeping in Penzance... after a glance at HF's brochure, nothing comes as too much of a surprise.

Derwent Bank is now a centre for HF walking holidays in the Lake District, a summer retreat for lovers of the open hills and the thud of boot against blisters. From April to November it is a kind of grow-up youth hostel, part of the extensive chain of HF holiday centres.

There is a certain robustness about an HF walking holiday. At Derwent Bank, the key word was hearty. From the moment we arrived by coach up the laurel-fringed drive and were greeted by our hosts, there was no mistaking it. We were shown to rooms with a quintessentially English country house flavour, all at least three staircases and two landings away from each other, with a slight touch of the Cavalry Towers about the furniture (although

there was a hot tap on the showers).

Tea was taken and there was a brisk stroll round the grounds, before we were introduced to our mountain leaders, Pam and John - who turned out to be very hearty indeed. They were both wearing hobnail boots, knee-length button-up shorts, and had just come in off the fells bringing a whiff of the mountainside with them. "It's grand up there," said John. "Yes, lovely, absolutely splendid," chimed in Pam even more briskly, unlacing her boots and promising trenchant pleasures yet to come on the mountain tops the following day.

Fellowship on an HF walking holiday is an absolutely vital ingredient, it soon became clear. Which is where porridge comes in. Mealtimes are communal affairs, and breakfast - which is a substantial meal - is no exception. Most people come in couples or with a friend, but there are those for whom HF centres provide the ideal singles holiday. Over meals, and on group activities, people get to know each other. On this occasion the shared enthusiasm was a certain passion for great heights.

It was over our porridge (porridge is optional) and bacon and eggs that the significance of the mountains began to dawn on us. We discovered that we had volunteered ourselves to conquer Striding Edge, the hard way up Helvellyn. Guided walks from HF centres are classified into three grades, broadly defined as: gentle, hearty, and super-hearty. Every night HF walkers sign a list choosing their grade, which is a matter of much Rambo-like banter.

We opted for the tough one. So it was that we found ourselves tottering along a jagged path 2,000 feet up a mountain, with knee drops to both sides and a misty-looking cliff in front, united by a common determination to survive the experience and look back on it. At Derwent Bank, House is old and rambling, you should have



Wind shelter on the summit of Helvellyn

seen some of the holidaymakers. But it was then I realized what a robust lot HF walkers really are. There were about 20 of us striding up the mountain, and at least half were the wrong side of middle age. One man, in fact, was not far short of 80.

Not only that, but HF holidaymakers are quite amazingly loyal. Not for them infidelities with the Spanish beach or the Greek island, or even a day trip to Calais - they come back year after year to be in England, meet old friends, find new ones, and learn something different. One of our mimb-bled mountaineers, George, had been going to Holiday Fellowship houses for 30 years, had visited nearly all of them, and had met his wife on holiday in the Peak District more than 25 years ago. (She was having an easy day of it on the sub-hearty walk.)

It must be said that in the evenings, HF holidays are not England's answer to Club Med/Mediterranean, nor is the nightlife quite up to the Champs Elysees standards. Most HF houses have a bar, but one gets the feeling that doing a congeal round the corridors would be more of a challenge than the mountain. The night life is likely to be a little after-dinner bridge, a slide

show ("Lakeland through the seasons"), light music or, on a good Friday night, some old-time dancing with table tennis for the more energetic.

HF weeks are events unlike any other kind of holiday - where the accommodation might be a touch quaint, but the food is good and there are always "seconds", where you're never allowed to be lonely, and where there is always the comforting thought that you are actually doing something.

HF can also claim to offer excellent value for money: begun originally in 1913 as a religious trust, it is a non-profit making organization and its prices are certainly competitive. If you don't mind being organized, like the English countryside and always had a secret yearning to learn the art of paper-folding, then an HF holiday could be the answer. Porridge and mountains are not compulsory.

HF guided walking holiday at Derwent Bank from £119 (seven nights, full board, plus approx £8 excursion costs). Details of HF Holidays and Derwent Bank are available from HF Holidays, 155 (tel 01 203 6411) for brochure.

Athens: ruins, markets and 400,000 cars

Ancient and modern

Cheaper than Woolworths! Then, less inviting, let alone flattering: "Yorkshire pudding!" These were the greetings from a shopkeeper at the corner of Pandarassu, one of the plethora of narrow cobbled streets near the Plaka.

The Plaka is the oldest part of Athens, barring the obvious ancient Greek and Roman sites. It creeps up the Acropolis, flanked by flea markets, tiny shops, small squares and cafes. And that, as far as the picturesque, quaint, lovable, evocative part of the city goes, is that. The rest of this mad metropolis of three million people and 400,000 motor vehicles, is like any other modern city. Buildings go up, get pulled down; traffic jams on the four-lane highways; pedestrians crowd on streets lined with lusty stock shops.

So what is it that lures travellers back time and again? Much of its attraction lies in a sense of history. After all, it was seen as the home of democracy, the flower of culture and the cradle of western civilization.

So now, even with the Parthenon encased in scaffolding and scarred by

DIANE SPENCER

sulphuric acid pollution, the Acropolis is a thrilling sight in the late afternoon viewed from Lycavettos, the highest hill in the city. As the sun set over the sea, turning the marble pink and gold, it was sad to remember that the temple to Athena was virtually intact for 2,000 years until 1687 when a Venetian cannonball made a direct hit on the gunpowder the ruling Turks had stashed there. The mosque they had erected over the Parthenon burned fiercely for days, damaging the marble beneath.

It is well worth taking the funicular to the top of Lycavettos (in my student days it was a sweaty climb on a hot day) because it also shows the extent of the growth of modern Athens. From the sea, the city sprawls across the Attic plain, lapping even further up the surrounding hills. Hard to imagine that, in 1830 when Greece was about to gain independence from Turkey,

(Lord Byron is still a hero) Athens was a town of only 10,000.

Four years later it was declared the capital. The planners, Stamatis Cleanthes and Eduard Schaubert, wanted wide avenues, squares and parks forming a triangle with corners at the Acropolis, the Royal Palace and the Stadium. They managed to build the palace (now the Parliament) which dominates the main square, Syntagma, and a few wide streets; but Athens, like Topsy, just grew. So did the traffic. Locals now have to take it in turns, by a rota of registration numbers, to drive into the city centre. With typical Greek acumen, many get round this rule by acquiring motor cycles with a different number, or because they are rich enough to be a two car family.

Nevertheless, as you choke your way through the hot fumes, you can't help finding it an exciting place to be. The Acropolis, the Roman Forum, the Archaeological Museum are musts. But it is also fun to wander down Athens Street and see the markets, little shops selling anything from sausages to sneakers; one specializes in dried fruit, another in mop-heads. At the end of the street looms the ever-present Acropolis and the tourist shops. Even there one can be surprised: a poet with a daughter studying computers in an English polytechnic makes sandals and autographs copies of his works for you.

The main streets are peppered with *periptero* - 5,000 of them, it is estimated. These are small kiosks selling an eclectic variety of goods: shoes, polish, razor blades, chewing gum, newspapers (foreign ones in the main squares) and stamps. Some specialize in repairing locks, mending spectacles or jewelry. Most have telephones. They are ubiquitous and a quintessential part of Athenian life.

Life is more prosperous and cosmopolitan than when I first fell in love with the city 20 years or so ago. The streets are cleaner too and an amazing number of the inhabitants speak English (except for taxi drivers - not too



Street kiosks sell an eclectic variety of goods

many - who can't read maps or Greek.) Road signs are now in Latin alphabet as well as Greek, which helps. But there is less spontaneous friendliness now, due to the influx of tourists. But it is a relatively safe city: no frightening Roman-style street thefts - yet.

If you have some cash left over, the Kolonaki area or the streets leading from Syntagma to the Plaka are stuffed with stylish clothes and shoes at tempting prices. Splash out to save later! Tavernas are wonderful in atmosphere but short on culinary skills and ingredients. But it is hard to spend more than a fiver on an adequate meal washed down with local wine. And,

when it is eaten under the stars or the blue Attic sky, what more do you want?

When the visitor tires of the city, it is possible to take a bus or train to Corinth in the south to see the remarkable canal and the ruins of the old city, take a longer journey to Delphi to the north, or a day trip by boat round the nearby islands. You can set out on a day trip to Aegina, Poros and Hydra with a motor launch, which should take you to the beaches too. August is desperately hot and best avoided. Spring and early summer and autumn - before the end of October and the rain - are probably the wisest choice.

And there, I should lead you not to the big old hotel, wonderfully placed though it is on the edge of the water, looking across to the island of San Giulio (the patron saint of the town who rid the lake of monsters), but down the single narrow street past the 16th-century arched Palazzo di Cambrano to the delightful little Taverna dell'Antico Agnello, which offers to its guests the poetic welcome:

*Benvenuto a chi s'en viene,
Ben tornato a chi s'en va,
Ben ritorno a chi s'en va.*

Orta will always be the gem among Italian lakes for me, but anyone coming to find a favourite, on the lovely journey from Maggiore via Como, Iseo, Lake Garda. The last always seems to be much like an inland sea to me, though it has its devotees. But try the Dolomites, north of Rome. You will find the tiny lake of Molveno, smaller than Orta, nestled below the 2,125 metre high Monte Paganella, which is worth a climb (by ski-lift) for its sensational views up to the Brennero Pass, and down to the southern shore of Lake Garda. East of the mouth of the lake of Molveno, is the smaller lake of Toblino. You can see the edge of the waters there on the terrace of the castle, now a restaurant, and perhaps think back to the mid-16th century, when the lake-side palazzo was a favourite retreat for the dignitaries of the Catholic church after Pope Paul III had declared, in 1545, that the city of Trento was "a convenient free and opportune for all citizens" the full discussion of the measure necessary for the Counter Reformation.

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If you have time, it is only a short journey across the frontier to Ferney-Voltaire, and the highly interesting Musée Voltaire in the château where the philosopher acquired in 1759, conveniently close to the Swiss frontier so that he could slip across when things got too hot for him in France. But have a care - the museum is not always open.

From Versoix it is an easy and picturesque drive round the lake to Lausanne and Montreux, then across to the Simplon tunnel and down to the lake of Maggiore. However, lovely though Maggiore is, and many and good the hotels on its shores, I would guide you aside at Gravelonne on the road to Omegna, and thence to the little town of Orta, on a promontory in the tiny lake, eight miles long and one mile wide which bears its name.

A selection of lakeside retreats

Hotels du Lac

FREDERICK COSSTICK

The television version of Anita Brookner's Booker prize-winning novel *Hotel du Lac* was marvellously evocative of the sensation of staying in a lakeside hotel, and must have reminded many people, as it did me, of the pleasures of sitting on a lakeside or riverside terrace, and gazing out towards mountains. Seaside hotels, all baringly set in a line, facing out towards oceans of water, are much less attractive. Just think of the interminable promenade of La Baule, convenient location though it may be for turning the children free with bucket and spade.

My collection of favourite lakeside hotels has been developed over a good many years, and some might have changed management and not be as good as I remember them, but they can hardly have changed their ideal locations. A selection of them would supply handy stepping stones on a journey to Italy, via Chantilly, Lac du Bourget, Geneva and the Simplon tunnel.

The first, the Pavillon St Hubert, at Gouvilleux, just outside Chantilly, sits right on the bank of the Oise, at a point where it is as wide as a sizeable lake, and busy with river barge traffic. Long, low, wood-beamed, it has much of the character of an ancient English country inn, but the food, good average for France, would send an equivalent English establishment off the top of the Egon Ronny scale.

Ideally, you would stay for two nights in order to enjoy Chantilly for its own sake. The château long and its park, which is rich, higgledy-piggledy art collection, the Musée du Cheval and all the horse-racing tradition. The golfer must allow time to play a round on the fine course, certainly one of the best in France.

Leaving Chantilly you can hurtle across France on the motorways to Savoy, and the Lac du Bourget, near Chambéry. Approaching from south of the lake to Le Bourget, you can take the small lakeside road up the west shore until you come to the little Beau Rivage Hotel. There you should take one of the front rooms with a terrace of its own, from which vantage point you can look straight down into the waters of the lake and across to the lights of Aix-les-Bains, and the high surrounding Alps.

The patron of the Beau Rivage is an artist, and every available inch of wall space is covered with his highly coloured and dramatic paintings. Perhaps he is not a new Rembrandt or Renoir, and a highly sensitive art connoisseur might prefer to stay elsewhere, but the whole effect is, to say the least, lively and unusual. He is also an excellent chef-d'œuvre, as to that each dish is presented on a trolley decorated by one of his *chefs d'œuvre*; a salmon, a porpoise, or a carriage, and pair of prancing horses; all carved out of the hardened butter. The food is no less good than the presentation, and it is worth sampling the local Savoy wines, not household names in England, but eminently drinkable.

Looking out over the lake, the park, which is rich, higgledy-piggledy art collection, the Musée du Cheval and all the horse-racing tradition. The golfer must allow time to play a round on the fine course, certainly one of the best in France.

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Tameside Metropolitan Borough

EDUCATION DEPARTMENT

DEPUTY HEAD TEACHER POSTS

DENTON RUSSELL SCOTT C.P. SCHOOL
Deputy Head Teacher - Group 5
An enthusiastic teacher is sought to fill the post of Deputy Head Teacher at the above school, from the beginning of the Autumn Term, 1987. The candidate should be aware of current educational issues and have proven skills across the curriculum. The candidate should be willing and able to lead the staff in aspects of curriculum development.

DENTON MANOR GREEN C.P. SCHOOL
Deputy Head Teacher - Group 5
A suitably qualified and experienced teacher is required for the Deputy Head vacancy at the above school. The successful candidate will be expected to offer leadership in developing a major curriculum area. An interest in games would be an advantage.

DENTON CENTRAL C.P. SCHOOL
Deputy Head Teacher - Group 5
Applications are invited from enthusiastic and experienced teachers for the above post. The school operates a Language Unit which serves the whole of the Authority. The successful candidate would have demonstrable infant experience and would be working alongside a newly appointed Headteacher taking a leading role in curriculum development and sharing the management of the whole school at an exciting period in its development.

DROVLESDEN GREENSIDE C.P. SCHOOL
Deputy Head Teacher - Group 5
An enthusiastic, energetic and caring teacher is required to take up key curricular and professional development responsibilities in this semi-open plan primary school. Potential candidates are invited to arrange a visit to the school before making their application, by contacting the Headteacher by telephone - 061-370 8486.

HYDE BRADLEY GREEN C.P. SCHOOL
Deputy Head Teacher - Group 4
An enthusiastic and experienced teacher is required for this Group 4 Primary School. The successful candidate would be required to take a leading role in curriculum development throughout the school.

ASSISTANT TEACHER POSTS

HATTERSLEY ARUNDALE C.P. SCHOOL
Scale 1 - Top Infant/Lower Junior. There is a temporary full-time post to commence on the 23rd February, 1987 until the 31st August, 1987. Part-time applications will also be considered.
Application forms and further details for the above posts are available from the Director of Education, Teachers' Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-344 3238. Completed forms to be returned by 6th February, 1987.

DROVLESDEN ST. STEPHEN'S R.C. PRIMARY SCHOOL
Scale 1 - Junior. A teacher is required for this post as soon as possible. A practising Catholic preferred with the Catholic Teaching Certificate. An ability to teach music would be an advantage.
Application forms obtainable from The Director of Education, Teachers' Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-344 3238. Completed forms to be returned to R. Bullfin, c/o St. Stephen's R.C. Primary School, Chappell Road, Droylsden M38 7NA, as soon as possible.

SECONDARY SCHOOL POSTS
ASHTON-UNDER-LYNE ST. DAMIAN'S R.C. HIGH SCHOOL
OL6 8BH. Headteacher Mr. P.G. Jackson, B.A., M.Ed. Tel: 061-330 5974.
Scale 1 - Mathematics. A suitably qualified and enthusiastic maths graduate is required for the Summer term to join a successful maths/computer studies Department.
Experience of 'A' level work would be an advantage. The successful candidate would be expected to teach to all levels and to take responsibility for lower school work within the Department.
Scale 1 - Commercial Subjects. A temporary teacher is required for a period of six months to cover a maternity leave commencing on Monday 23rd February, 1987. The existing timetable includes Typewriting and Commercials. An ability to teach 'A' level Economics would be an advantage although this should not discourage interested applicants.
Further details and an application form are available from the Headteacher at the school, as soon as possible.

OTHER VACANCY
ASHTON-UNDER-LYNE ST. JAMES C.E. PRIMARY SCHOOL
Scale 1 - Section 11.
A primary trained D.E.S. registered teacher is required to join a team of two, responsible for developing multicultural education at this multi-racial primary school from 27th April, 1987. A knowledge of one of the following South Asian languages would be an advantage: Gujarati, Punjabi, Bengali (Siyehi dialect).

Application forms and further details obtainable from The Director of Education, Teachers' Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Completed forms to be returned by 6th February, 1987.

ADVISORY AND SUPPORT SERVICE
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PRIMARY DEPUTY HEADSHIPS

continued

HERTFORDSHIRE
HOLY TRINITY C.E. SCHOOL
Crossbrook St., Waltham
County, Herts.
DEPUTY HEADTEACHER required for this Group 5 Primary School from September 1987. Applicants should be sympathetic with the aims and ideals of a Church of England School.
Application forms and further details available from the Education Officer, Scott House, Haggell Road, Hertford SG10 8BQ. Tel: 0462 555833. The Authority has a generous scheme for the reimbursement of relocation expenses. Applications to be returned to the school by Wednesday 17th February 1987. (35156)

SHROPSHIRE
ALEXANDER FLEMING INF. SCHOOL
168 Southgate, Sutton Hill, Telford, Shropshire TF1 7JL
Tel: Telford 586532
Required for Easter 1987. Permanent, full-time Deputy Head Gp. 4 Teacher of 168 Southgate, Sutton Hill, Telford, Shropshire TF1 7JL. A commitment to taking an active role in the development of a broad curriculum, based upon a direct experience approach, is required. Please state strengths and interests.
Application forms and details from the Headteacher at the school. (36368) 110012

WEST SUSSEX
CRAWLEY DON C.E. JUNIOR SCHOOL
10000 Crawley, Sussex BN1 1JL
Tel: Crawley 468000
DEPUTY HEAD TEACHER Group 5
Required for Easter 1987. A teacher with a sound understanding of the curriculum and who has a proven track record in the school. The successful candidate will be expected to offer leadership in developing a major curriculum area. An interest in games would be an advantage.
Application forms and details from the Headteacher at the school. (36368) 110012

ISLE OF WIGHT
ST. MARK'S C.E. PRIMARY SCHOOL
Newport Road, Ventnor, IW PO30 1UD
Tel: Ventnor 468000
DEPUTY HEAD TEACHER Group 5
Required for Easter 1987. An enthusiastic, well qualified teacher for the post of Deputy Head at this Group 5 Primary School. Candidates should have a sound understanding of the curriculum and who has a proven track record in the school. The successful candidate will be expected to offer leadership in developing a major curriculum area. An interest in games would be an advantage.
Application forms and details from the Headteacher at the school. (36368) 110012

KNOWSLEY
FRESCOT C.E. JUNIOR & INF. SCHOOL
Frescot Road, Prescot, Merseyside L35 5YJ
Tel: Prescot 468000
DEPUTY HEAD TEACHER Group 4
Required for Easter 1987. This post requires a suitably qualified and experienced teacher with the ability and desire to teach throughout the primary school age range. The successful candidate will be responsible initially for the school's development. Applicants should be communicative and able to work with the members of the Church of England.
Application forms are available from the Headteacher at the school. (36368) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
MERCENFELD COUNTY COUNCIL
Oakfield Avenue, Market Harborough LE16 5JL
DEPUTY HEADSHIP GROUP 5
HEAD: MR. J.P. BAKER
Required April of 1987. An enthusiastic and committed teacher with the ability to work across the 4-10+ age range.
Closing date 6th February, 1987. (37469) 110012

OXFORDSHIRE
COUNTY COUNCIL
MILL LANE C.P. SCHOOL
Mill Lane, Chinnor OX9 3JL
Required for Easter 1987. A Deputy Headteacher (Group 4) for this semi-open plan school.
Application forms and further details from the Headteacher. (39405) 110012

SALFORD
EDUCATION DEPARTMENT
LIGGARD SCHOOL
Liggar Road, Salford M6 6JL
Required as soon as possible for Easter 1987. A Deputy Headteacher (Group 4) for this semi-open plan school.
Application forms and further details from the Headteacher. (39405) 110012

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BROMLEY VALLEY PRIMARY SCHOOL

Bromley, Kent
Tel: 01-460 1121
For September 1987, a teacher to be responsible for Physical Education, and for some aspects of Music and Art, is required. Consideration will be given to applications from both sexes. The successful candidate will be expected to take responsibility for the whole of the school. Details available from the Headteacher at the school. (45744) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
BACONSFIELD CHILTERN AREA
TOWNHOUSE COUNTY COUNCIL
NIGHTINGALE, Denham, Bucks. HP20 2PS
Tel: Denham 83366
Required for April 1987. Well qualified, experienced and enthusiastic teacher to act as Senior Master/Headteacher. The successful candidate will be expected to take responsibility for the whole of the school. Details available from the Headteacher at the school. (35243) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
ASHMEAD COUNTY MIDDLE SCHOOL
Cotswold Road, Aylesbury, Bucks. HP21 8SU
Headteacher: V.T. Long
Present Roll: 275 pupils
Scale 2
Required for Easter 1987. A qualified and suitably experienced teacher to support the development of children with moderate learning difficulties. Assistance with removal of children from the school. Application forms (a.s.e.) from, and to be returned to, the Headteacher at the school. (35243) 110020

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Present Roll: 275 pupils
Scale 2
Required for Easter 1987. A qualified and suitably experienced teacher to support the development of children with moderate learning difficulties. Assistance with removal of children from the school. Application forms (a.s.e.) from, and to be returned to, the Headteacher at the school. (35243) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
ASHMEAD COUNTY MIDDLE SCHOOL
Cotswold Road, Aylesbury, Bucks. HP21 8SU
Headteacher: V.T. Long
Present Roll: 275 pupils
Scale

PRIMARY EDUCATION

continued

NOTTINGHAM
NOTTINGHAM HIGH
SCHOOL
(See under Preparatory
Schools) (35046) 110022

RICHMOND
UPON THAMES
LONDON BOROUGH OF
RICHMOND UPON
THAMES
(An equal opportunity
employer)

CHASE BRIDGE JUNIOR
SCHOOL
Kneller Road, Twickenham
TW2 7DE
Tel: 01-898 8002

SCALE 1 TEACHER Plus
4786 Outer London
Allowance

An energetic and enthusiastic class teacher required for September 1987. An interest in boys' games preferred.

Visits to the school by appointment welcomed.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 9QB, returned to the Headteacher at the school by Friday 19 February 1987. (35089) 110022

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
PRIMARY'S R.C. (AIDED)
PRIMARY SCHOOL
Hammington Drive, Eccles M30 0PJ

Required for Easter 1988. An Assistant Junior Teacher to Scale 2 is available for a suitable applicant.

Applications are invited from teachers with a minimum of 3 years' experience. Please send a.s.e. for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Completed forms to be returned to: Mr. P. O'Connor, St. Mary's R.C. Primary School, Chapel Street, Salford M3 5LT. Closing date: 11 February 1987. (35120) 110022

ROTHERHAM

METROPOLITAN

Borough of

NOTTINGHAM

DEPARTMENT OF

EDUCATION

ROTHERHAM

ROTHERHAM IS AN EQUAL

OPPORTUNITIES EMPLOYER

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DEPARTMENT OF

EDUCATION

• **Key:**

**RICHMOND UPON
THAMES COLLEGE
(TERTIARY)
LECTURER I - SOCIOLOGY
AND HISTORY**
Please refer to FURTHER
EDUCATION for details
(45720) 140

Special Education

Headships

**SANDWELL
METROPOLITAN
BOROUGH COUNCIL**

Applications are in

Applicants form further details have from and returnable to: Director of Education, Box 61, Moulfield, Street, West Heath, West Midlands. Please enclosing date for receipt applicants, but intended from 27th January 6th February 1987.

An equal opportunity employer. (unwilling members of the public will eligibility.) (590521)

THE COUNCIL OF THE CITY OF LONDON

ADSHIP
BETH 2 JUBILEE
LW9
invited from suitably qualified teachers for the headship September 1987. Roll 7 (S) plus Inner London groups of special schools annually with effect from 1 September 1987. For application PER/PS4B, Room 2622 closing date for the return 13 February.

[Illegible text]

LONDON BOROUGH OF
RICHMOND UPON

(An Equal Opportunity Employer)
RICHMOND UPON THAMES COLLEGE
 (TERTIARY)
LECTURER I - SOCIOLOGY AND HISTORY
 Please refer to FURTHER EDUCATION for details (45720) 1400

Special Education

Headships

SANDWELL METROPOLITAN BOROUGH COUNCIL

Whittington, Nr. Lichfield
Staffs.

Required for Applicants
HEAD TEACHER

Salary group 4140
plus \$3,810 p.a.
Teachers' allowance
£1,500 p.a. plus £100
allowance (less tax
deductible contributions)

Whittington Grammar
residential special
for boys of secondary schools
present on an roll
Applications from suitably qualified
experienced teachers.


Applicants form
further details available
from the Director of Education,
Box 41, Mansfield,
Street, Walsall.
See Advertisements
Closing date for receipt
applications 27th Jan 1987
6th February 1987.

An equal opportunity

members of the sub
will disqualify.
(10058)

Teacher

(S).

T  **COUNCIL**
COUNCIL

ADSHIP
BETH 2 JUBILEE
W9
Invited from suitably qualified
teachers for the headship
September 1987. Roll 7
(S) plus Inner London
groups of special schools

annually with, since 1997

PER/PS4B, Room 262
closing date for the return
13 February.
opportunities employer.

Headships

RICHMOND UPON THAMES
 (An Equal Opportunities Employer)
 RICHMOND UPON THAMES COLLEGE
 (TERTIARY)
 PART-TIME LECTURERING
 Please refer to FURTHER EDUCATION for details.
 (35202) 140022

An equal opportunity employer. Unemployed members of the out-
 reach scheme will be given priority.
 (35025)

Head Teacher

**Milestone School, Milestone R.
Dartford, Kent with effect from 1.
Roll 76 Group 5 (S).**

Applications are invited for the post of Headmaster of a school for pupils with severe learning difficulties, following retirement of the present post holder.

The Authority operates a generous disturbance allowance scheme and there is a possibility of assistance with travel and accommodation in approved cases.

L KENT  **COUNCIL**

Further
is from
College
completed
to the
of the
vertime-
140012

HEADSHIP

**QUEEN ELIZABETH 2 JUBILEE
(SLD) SCHOOL**
Kennet Road, W9

The Burnham groups of special schools

Please send foolscap size for application
further details to PER/PS4B, Room 262
Hall, SE1 7PB. Closing date for the return

LEA is an equal opportunities employer.

**OXFORDSHIRE
COUNTY COUNCIL
FITZWARYN SCHOOL
Denchworth Road, Wantage,
Oxon. OX12 9ET**

Required from 27th April 1
TEACHER
This all day school for children with learning difficulties, based in the village of Broomfield, is looking for a teacher to combine a role of class-teacher with that of teacher of general craft and design, and in particular woodwork, with other classes in the senior and middle school. The successful applicant will be a fully qualified teacher (NATE) and applicant forms from the Action House, 14-16, The Pinetree, 100, The Teacher (36749) 1600

Stockport
Required from 27th April 1
TEACHER
This is a new secondary school for boys, 11-16, in the town of Stockport, Greater Manchester. The school is a member of the **TAXAL LODGE SCHOOL** group, and is looking for a teacher to take over the running of the school. The successful applicant will be a fully qualified teacher (NATE) and applicant forms from the Action House, 14-16, The Pinetree, 100, The Teacher (36749) 1600

(Tel: 06633 2613)
A suitably qualified and
perienced teacher required
for 36 boys and girls of se-
condary age with emotional
behavioural difficulties.
Apply to teach P.E. would be

Application for a
from and returnable to
Headteacher at the
quoting reference, by 2 F
ary 1987.
Stockport is an Equal O
tunities Employer.
(36761)

SURREY
EDUCATION COMMITTEE
CLAYBOURNE SCHOOL
Woburn Hill, Addlestone

1. Teacher required April 1987 for a grade 1-12 year old pupils. + \$5A. First or School Experience and Interest in boys' activities would be an fall.

SURREY
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
14 Frontenac Road, R.
GUB 5H5
An Assistant Teacher
is required as soon
possible. The school
has approximately 90
with severe learning
difficulties.
Qualification is
Education essential.
Applications for
positions will be
accepted until
for application for
early closing date 6th
1987. (39145)

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TEACHER
Learning
ary age
seaton.
1987.
TEACHER
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Application forms
further details of ea
from the Headteacher
please).
Closing date 6 F
1987. (39072)

SURREY
EDUCATION COMMITTEE
THE HIGHWAY SCHOOL
1, Frensham Road, F.
QUS 888
An Assistant Teacher
(a) is required as
possible. The school
for approximately 90
with severe learning
ties.
Qualification is
Education is essential.
Applications from
ationers would be
considered.
For application for
apply directly to the
teacher.
Closing date 6th
1987. (29145)

SURREY
ROMAN CATHOLIC
OF ARUNDEL AND
BRIGHTON
(NON MAINTAINED)
SPECIAL SCHOOL
Required for East
soon as possible:
(Scale 1 (S) for:
Speech and

[illegible]

APPOINTMENTS IN SCOTLAND



**Tayside
Regional Council**

SECONDARY

*PRINCIPAL TEACHER OF RELIGIOUS EDUCATION

LAWSIDE RC ACADEMY, DUNDEE
R.A. £2382 (under review)
(RE-ADVERTISEMENT)

PRINCIPAL TEACHER OF RELIGIOUS EDUCATION

MONIFIETH HIGH SCHOOL, DUNDEE
R.A. £3396 (under review)

PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES

PERTH GRAMMAR SCHOOL
R.A. £3561 (under review)

PRINCIPAL TEACHER OF CHEMISTRY

PERTH GRAMMAR SCHOOL
R.A. £3561 (under review)

SPECIAL

ASSISTANT HEAD TEACHER

FAIRMUR SCHOOL, DUNDEE
R.A. £1377 (under review)

Fairmuir School is a school for pupils of primary and secondary age with special educational needs. The duties of this senior post within the school will include responsibility for guidance, careers and liaison with Further Education. Applications are invited from teachers with successful experience preferably in special education and in a promoted post.

* Applicants for this post must satisfy the Roman Catholic Church Authorities as to their Religious belief and character.

Application forms and full details of the above posts may be obtained from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3PU to whom they should be returned not later than MONDAY, 9 FEBRUARY 1987.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER (1984B)

SECONDARY SCHOOLS PROMOTED POSTS

PRINCIPAL TEACHER OF YEMOUTH HIGH
TECHNICAL
SCHOOL
Roll 494
Responsibility Payment
£1,651 per annum

PRINCIPAL TEACHER OF ORALASHIELS ACADEMY
TECHNICAL
SCHOOL
Roll 1128
Responsibility Payment
£3,396 per annum

PRINCIPAL TEACHER OF REDBURN GRAMMAR
TECHNICAL
SCHOOL
Roll 392
Responsibility Payment
£1,623 per annum

The above posts are the result of 2 retirements and 1 promotion.
Closing date 4 February 1987.

Application forms are available from the Personnel Manager, Regional Headquarters, Newtown St Bonnell, Mairhoe TD6 6SA. Completed forms should be returned to the Personnel Manager.

TEACHING POSTS

PHYSICS BERWICKSHIRE HIGH
SCHOOL, DUNES

PHYSICS/GENERAL
SCIENCE EARLSTON HIGH
SCHOOL

CHEMISTRY/GENERAL
SCIENCE ROLL 398

Application forms are available from the Personnel Manager, Regional Headquarters, Newtown St Bonnell, Mairhoe TD6 6SA. Completed forms should be returned to the Director of Education. (1331B)

**REGIONAL COUNCIL
Borders**

Independent Schools

Headships

AVON COUNTY

WESTWING SCHOOL
Thornbury, Avon

The Board of Governors invites applications from suitably qualified persons for the post of Head which will become vacant on 1st September 1987.

Westwing School is a small independent boarding and day school for girls between the ages of 8 and 16 years and a day school for boys and girls between the ages of 5 and 16 years. Founded in the 1870's but established in its present premises in 1960.

Further particulars may be obtained from:- The Bursar, Westwing School, Thornbury, Bristol BS12 2JZ.

Letters of application together with curriculum vitae and the names of three referees should reach The Bursar by 15th February 1987. (36796) 180010

HARROW

Head Teacher required for Buckingham College, Harrow, an independent grammar school for boys incorporating a sixth form. There are 160 day-boys on the roll, aged from 11-18. The post is available from September 1987, and all applications will be treated in the strictest confidence. Please contact Mr. M.F. Leach, Managing Trustee, The Four Houses Educational Foundation, 15 Hinds Road, Harrow, Middlesex HA1 1SH (Tel: 01-427 8070). 180010 (37506)

SURREY
MORE HOUSE SCHOOL, Farnham, Surrey. The Governors are seeking applications from practising Catholics for the post of Headmaster of this independent R.C. boarding and day school for boys. More House offers education, with a facility for specialist provision, to approximately 75 boarders and 25 day scholars aged 10-16. Further details (GSA) from the Clerk to the Governors at the school to whom applications with full C.V. should be sent as soon as possible. (45756) 180010

Deputy Headships

Second Masters/
Mistresses

BATH
BATH HIGH SCHOOL (G.P.D.S.T.) 380, including 80 in the Sixth Form. Applications are invited from experienced teachers for the post, available from September 1987, of Deputy Head. An interest in administration and in curriculum development is important. Full details are available on request. Please apply in writing (no forms) to the Headmistress, Bath High School, Bath BA1 5BB, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date 15th February 1987. (45798)



**REGIONAL
COUNCIL**

AN EQUAL OPPORTUNITY EMPLOYER

GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE

DEPARTMENT OF INDUSTRIAL STUDIES

SENIOR LECTURER III - INDUSTRIAL STUDIES (DEPUTY HEAD OF DEPARTMENT)

Housed in a purpose-built Centre the Department provides an extensive range of short and certificate Post Experience courses, consultancy and a Small Business Support Service.

The successful applicant will lead an experienced and highly motivated team. Excelling in this leadership will require good academic qualifications (a degree or equivalent), management skills, substantial industrial or commercial experience, a proven aptitude for creative course design and teaching skills of high order. A teaching/training qualification is essential.

SENIOR LECTURER II INDUSTRIAL STUDIES

The successful applicant will provide leadership in a variety of programmes designed to assist adults re-enter employment. He or she will also contribute to Training of Trainers courses and work with the Central and Fife Accredited Centre. There will also be opportunities to contribute to the work of the Department in areas appropriate to the individual's background and experience. Applicants should have a minimum of three years industrial or commercial experience in the public or private sector, a degree or equivalent and an approved teacher/training qualification. Further information available from the Head of Department of Industrial Studies Extension 38.

DEPARTMENT OF GENERAL EDUCATION

SENIOR LECTURER II COMMUNICATION STUDIES

An enthusiastic and experienced graduate or equivalent is required to lead the development of Communication Studies at all levels within the Department. The successful candidate must be able to design relevant programmes for vocational courses and to integrate the Communication Modules with those in Media Studies and Drama. The Department has a TV Studio, works closely with the Regional Radio Studio on the campus and runs a one year full time course in Modern Broadcasting Skills.

Applicants should have an approved teaching qualification, a broad perspective on Communication Studies and an ability to work with a team in the production of new schemes of work. Further information from the Head of Department of General Education Extension 40.

DEPARTMENT OF ENGINEERING

LECTURER B - ELECTRONICS

Applications are invited from graduates at HONORING qualifications who have experience of analogue and control systems. The successful candidate will be required to contribute to a range of courses up to the SCOTVEC Higher Certificate in Electronic and Electrical Engineering. A teaching qualification is desirable but not essential as in-service training will be provided. Further information from the Head of Department of Engineering Extension 41. Rented housing may be available in the new town if required. Salary scales: Senior Lecturer II £12,415-£19,050; Lecturer B £9,050-£13,950. (36796) 180010

Application forms may be obtained from the Director of Education, Regional Office, Fife House, Glenrothes to whom completed forms should be returned not later than 15th February 1987. (36796) 180010

MOOR PARK SCHOOL LUDLOW, SHROPSHIRE

APPOINTMENT OF HEAD

The Governors of Moor Park School invite applications for the post of Head which will become vacant on the retirement of the present Headmaster, Mr Henderson, on 1 September 1988.

Moor Park is a Catholic boarding and day Preparatory School for boys and girls. Children of all denominations are also welcome. There are 210 children in the School, whose ages range from three and a half years to thirteen plus.

Applications to: The Secretary to the Governors, Moor Park, Ludlow, Shropshire SY8 4EA.

Closing date 14 February 1987.

THE RED MAIDS' SCHOOL WESTBURY-ON-TRYM BRISTOL

APPOINTMENT OF HEAD

Applications are invited for the post of Head which will become vacant on the appointment of the present Headmistress, Miss Enid Castle, B.A., to be Principal of Cheltenham Ladies' College in September 1987.

The School is an Independent Girls' Boarding and Day School. There are 480 girls in the School (including 110 in the Sixth Form) of whom 130 are boarders. There is a Junior School of 60 day girls.

Group 9 salary and rent-free house. Particulars from the Office of the Governors, The Red Maids' School, Orchard Street, Bristol BS1 5EQ.

ST. ANDREW'S SCHOOL, BEDFORD

GSA (300 Day Girls)
Founded 1897

The Governors invite applications for the post of

HEAD

which will become vacant on 1st September 1987. The School has 300 girls, aged 5-17 yrs with a Co-Educational Nursery Department of 40 pupils.

Further details and application form can be obtained from the Secretary to the Governors, St. Andrew's School (Bedford) Limited, 49 Mill Street, Bedford MK40 3LB.

Closing date for application, 16th February 1987.



DUMFRIESHIRE Crawfordton House School Montalve, Thornhill, Dumfriesshire DG3 4HG

APPOINTMENT OF HEAD

The Governors of Crawfordton House invite applications for the post of HEAD from September 1987.

Crawfordton House is a Co-educational Preparatory School for boarders and a few day pupils. The Headmaster is a member of IAPS.

Details of the appointment may be obtained from The Secretary to the Board of Governors: E.O. Kerr, Esq., M.A. Gilson, Mouldie & Waller, Queensberry Buildings, 148 High Street, Dumfries DG1 2QY. (Tel: 0387 68157).

INDEPENDENT DEPUTY HEADSHIPS

continued

KENT

KENT COLLEGE

For this independent girls' boarding and day school (530 girls in the Senior School 11-18 years) under control of the Board of management of Methodist Residential Schools, and a member of GSA.

The post could be resident, but is not required to be so. Salary: £9,200-£12,000.

Applications, with full curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmaster from whom further details can be obtained. (39206) 180012

Further information, including a detailed job description, may be obtained from the Principal, to whom applications with full curriculum vitae and the names of three referees should be returned as soon as possible. (39150) 181318

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Further information

INDEPENDENT
EDUCATION

continued

KENT
STRATFORD HOUSE
School
10 Southborough Road,
Bickley, Kent BR1 2DZ.
Required for September 1987.
A teacher of English to take
responsibility for the subject
department. The successful
candidate will be responsible for
the subject department. An
interest in the subject is
essential. A full curriculum vitae
and references should be sent to
the Headmaster, Stratford House
School, Bickley, Kent BR1 2DZ.
181234

Classics

Heads of Department

SURREY
ST. JOHN'S SCHOOL
Leatherhead, Surrey
HMC 520 boys, Day &
Boarding, 150 in Sixth Form.
Head of Classics required for
September 1987. St. John's
School is a well established
independent day and boarding
school. The successful candidate
will be responsible for the
subject department. A full
curriculum vitae and references
should be sent to the Headmaster,
St. John's School, Leatherhead,
Surrey KT20 5JL. 181234

Other Assistants

DORSET
BYRANSTON SCHOOL
(13-18 boarding; 430 boys,
220 girls)

A teacher of CLASSICS is
required for September 1987.
The successful candidate will be
responsible for the subject
department. A full curriculum
vitae and references should be
sent to the Headmaster, Byranton
School, Dorset DT11 3JL. 181234

Please apply in writing,
enclosing a curriculum vitae
and the names of two referees
to the Headmaster, Byranton
School, Dorset DT11 3JL. 181234

UNIVERSITY COLLEGE SCHOOL

HMC 520 boys 13-18 200 in Sixth Form
(Junior Branch I.A.P.S. 250 boys 7-12-14)

TEACHER OF DESIGN

A Teacher of Design with a special interest in the uses of wood
is required in September to join a team teaching across a span
from Fine Art, via Design to Technology. Preparation for GCSE
and Project Work guidance as well as 'A' level work will be
involved. Great scope exists for a teacher with a flexible
approach to develop a diversity of art and design directions and
craft skills. A practising Teacher/Designer/Artist who could
bring an inspirational dimension to the work and who acknowl-
edges that creativity finds fertile ground in more areas than Fine
Art alone will be warmly welcomed.

An interest in assisting with games will be an additional
recommendation. Starting salary will depend on experience and
qualifications.

UCS has its own Salary Scale (£9,820-£15,400 with special
allowances for additional responsibilities).

Further details of the post are available on request.

Applications which should include a full c.v. and the names
and addresses of two referees should be sent to the Head-
master, University College School, Frogna, London NW3
6XH. 181234

BRADFIELD COLLEGE

READING, BERKSHIRE
(H.M.C. 500 boys)

Applications are invited from well-qualified candidates for
the following Assistant posts, both of which fall vacant in
September, 1987:

Craft, Design and
Technology

Ability to teach to GCSE and A Level required. Excellent
new facilities.

Classics

Ability to teach to GCSE, A Level and Oxbridge entrance
required. An interest in producing the Bradfield Greek Play
in 1988 would be an advantage.

Full details of each post are obtainable from The Head
Master, Bradfield College, Reading, Berkshire RG7
6AR, to whom applications should be made by letter,
giving a full curriculum vitae and the names of two
referees before the closing date of Friday 6th February
1987. 181234

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SURREY

SIR WILLIAM PERKINS'S
SCHOOL
Chertsey, Surrey KT16
Required for September 1987.
A teacher of Latin to join a
team of three. The successful
candidate will be responsible for
the subject department. A full
curriculum vitae and references
should be sent to the Headmaster,
Sir William Perkins's School,
Chertsey, Surrey KT16. 181234

Please apply to the Head-
master, Sir William Perkins's
School, Chertsey, Surrey KT16.
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DORSET

BYRANSTON SCHOOL
Blandford
(13-18 boarding; 430 boys,
220 girls)

A teacher of COMPUT-
ING is required for Septem-
ber 1987 to join a team of
three. The successful candi-
date will be responsible for
the subject department. A full
curriculum vitae and references
should be sent to the Head-
master, Byranton School, Bland-
ford, Dorset DT11 3JL. 181234

Please apply to the Head-
master, Byranton School, Bland-
ford, Dorset DT11 3JL. 181234

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NORWICH

NORWICH SCHOOL
HMC Day and Boarding
Required for September 1987.
A qualified teacher to join a
well-established C.D.T. de-
partment.
The successful candidate will be
responsible for the subject
department. A full curriculum
vitae and references should be
sent to the Headmaster, Norwich
School, Norwich NR1 4DQ. 181234

Please apply to the Head-
master, Norwich School, Nor-
wich NR1 4DQ. 181234

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LONDON NW7

MILL HILL SCHOOL
London NW7 1Q8
Available from September
1987, a post in Economics
and/or Business Studies
department. The successful
candidate will be responsible
for the subject department.
A full curriculum vitae and
references should be sent to
the Headmaster, Mill Hill
School, London NW7 1Q8. 181234

Please apply to the Head-
master, Mill Hill School, Lon-
don NW7 1Q8. 181234

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SOMERSET

KING'S COLLEGE
Taunton
(Western Division, Woburn
Road, Taunton, Somerset
TA1 1JL)
Required for September 1987.
A teacher of English to join
a team of three. The success-
ful candidate will be respon-
sible for the subject depart-
ment. A full curriculum vitae
and references should be sent
to the Headmaster, King's
College, Taunton, Somerset
TA1 1JL. 181234

Please apply to the Head-
master, King's College, Tau-
nton, Somerset TA1 1JL. 181234

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INDEPENDENT
EDUCATION

continued

LANCASTER
LANCASTER ROYAL
GRAMMAR SCHOOL
Required for September
1987. A teacher of English
to join a team of three. The
successful candidate will be
responsible for the subject
department. A full curriculum
vitae and references should be
sent to the Headmaster, Lan-
caster Royal Grammar School,
Lancaster LA1 4YU. 181234

Please apply to the Head-
master, Lancaster Royal Gram-
mar School, Lancaster LA1
4YU. 181234

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INDEPENDENT EDUCATION

HEREFORD AND WORCESTER

MALVERN COLLEGE
A graduate PHYSICIST is required for September 1987 to join a strong department and teach at all levels up to A level. The school has a well-equipped laboratory and modern electronic equipment. A willingness to play a full part in the life of a boarding community by helping with any combination of cultural activities, musical work, games etc. is essential. School accommodation may be available. Own salary scale. Applications together with a full curriculum vitae, together with details of extra-curricular interests and the names and addresses of two referees, should be addressed to: The Headmaster, Malvern College, Malvern, Worcestershire, WR14 3DP from whom further particulars may be obtained. (36471) 184824

KENT
HOLY TRINITY CONVENT
INDEPENDENT GRAMMAR SCHOOL FOR GIRLS
St Philips Lane, Bromley, Kent BR1 1LL
Required end of February a suitably qualified teacher of Chemistry to O and A level to cover maternity leave. The post is full time with full salary and benefits of two referees, as soon as possible. (36527) 184824

LANCASHIRE
BURY GRAMMAR SCHOOL
HMC 730 boys - independent Required for September 1987 a GRADUATE to teach General Science with GCSE and work in either Physics or Chemistry. The post is suitable for a new entrant to the profession or a teacher with some experience who wishes to make a broad contribution to school life. Application by letter and CV to the Headmaster, Bury Grammar School, Tenterden Street, Bury, Lancs. BL9 9HN. 184824 (35115)

HURSTPIERPOINT COLLEGE

WEST SUSSEX

PHYSICIST

Graduate required for September 1987

- H.M.C. 13-18 boys boarding school
- Excellent academic record
- Full share of sixth form teaching
- Salary above Burnham
- Accommodation available

Letters of application with a full C.V. and the names of 3 referees to:-

The Headmaster, Hurstpierpoint College, Hassocks, West Sussex BN6 9JS

OAKHAM SCHOOL

ENGLISH SPECIALIST/ HEAD OF DRAMA

Required for September 1987, an English specialist to teach throughout the school, up to and including Oxbridge. A suitable candidate will be given responsibility for an extensive programme of theatrical production.

Further details available from the Headmaster, to whom applications, with the names of two referees, should be sent by Monday 9 February.

The Headmaster (TES),
Oakham School, Chapel Close, Oakham,
Rutland LE15 6DT.
Telephone (0572) 2487.

LANCASHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn, Lancs. BB2 6DP
(Independent/A.P.S./H.M.C.)
1200 pupils include 350 in co-educational Sixth Form.
Required for September 1987, a suitably qualified teacher to make a significant contribution to a large, well-established department. The post involves teaching G.C.S.E. course changes. Must be able to offer boys games and/or Scouting, and be prepared to teach in a demanding, orientated Sixth Form. Applications should be sent to the Headmaster, Queen Elizabeth's Grammar School, Blackburn, Lancs. BB2 6DP, as soon as possible. (35435) 184824

LANCASHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn, Lancs. BB2 6DP
(Independent/A.P.S./H.M.C.)
1200 pupils include 350 in co-educational Sixth Form.
Required for September 1987, a suitably qualified teacher to make a significant contribution to a large, well-established department. The post involves teaching G.C.S.E. course changes. Must be able to offer boys games and/or Scouting, and be prepared to teach in a demanding, orientated Sixth Form. Applications should be sent to the Headmaster, Queen Elizabeth's Grammar School, Blackburn, Lancs. BB2 6DP, as soon as possible. (35435) 184824

MANCHESTER
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Manchester M13 0XT
Required for September 1987, a well-qualified graduate to teach Chemistry to O and A level throughout the school. In brand new laboratories. The school has its own salary scale. Applications, with full curriculum vitae and names of two referees should be sent to the Headmaster, Queen Elizabeth's Grammar School, Blackburn, Lancs. BB2 6DP, as soon as possible. (35435) 184824

MANCHESTER
Required for mid-February a part-time Chemistry teacher to replace a teacher who has left. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Queen Elizabeth's Grammar School, Blackburn, Lancs. BB2 6DP, as soon as possible. (35435) 184824

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Required for September 1987, a suitably qualified teacher to teach Physics combined with other subjects. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Wellingborough School, Wellingborough, Northants. NN8 3BX with c.v. and names of two referees. (35266) 184824

NORTHAMPTONSHIRE
OUNDELS SCHOOL
Required for the Summer Term 1987 only a CHEMISTRY teacher to teach part-time up to and including Sixth Form. Accommodation can be provided. Applications should be sent to the Headmaster, Oundle School, Peterborough PE6 4EN, together with full curriculum vitae and names of two referees. (35308) 184824

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C. 550 pupils aged 11 to 18 of whom 250 are boarders, 310 in Coeducational VI Form)
Required for September 1987, as the result of a promotion and separation of VI Form, an enthusiastic graduate to teach Chemistry to all levels. This lively and friendly department has an outstanding academic record and is capable of contributing to extra-curricular activities (e.g. tennis, football, etc.). Burnham plus. Applications, with full curriculum vitae and names of two referees should be sent to the Headmaster, Trent College, Long Eaton, Nottingham. (35831) 184824

OXFORDSHIRE
RADLEY COLLEGE
Required for September 1987, a suitably qualified teacher to teach Biology to GCSE and A level. This post would suit either a graduate seeking a first appointment or someone with several years' teaching experience. The successful candidate would be expected to take an active part in extra-curricular activities. Applications, with full curriculum vitae and names of two referees, should be sent to the Headmaster, Radley College, Radley, Oxfordshire. (39115) 184824

QATAR
THE DOHA COLLEGE
Please see display advertisement under Overseas section. (46584) 184824

SURREY
ST. TERESA'S CONVENT SCHOOL
Brimley Hill, Dorking, Surrey
Girls Independent Day/Boarding 11-18 years
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, St. Teresa's Convent School, Brimley Hill, Dorking, Surrey. (35831) 184824

SURREY
ST. TERESA'S CONVENT SCHOOL
Brimley Hill, Dorking, Surrey
Girls Independent Day/Boarding 11-18 years
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, St. Teresa's Convent School, Brimley Hill, Dorking, Surrey. (35831) 184824

SURREY
KING EDWARD SCHOOL
Witley, Surrey GU24 0LW
Required for September 1987, a suitably qualified graduate to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, King Edward School, Witley, Surrey. (35831) 184824

TAUNTON
KING'S COLLEGE
Taunton
(Western Division, Woodard Corporation)
H.M.C. Boarding 13-18, 480 pupils, Sixth Form of 200.
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, King's College, Taunton TA1 3DX. (35706) 184824

WILTSHIRE
DARREY'S SCHOOL
West Lavington, Devizes, Wiltshire SN10 4AB
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Darrey's School, West Lavington, Devizes, Wiltshire. (35706) 184824

YORKSHIRE
BRADFORD GRAMMAR SCHOOL
Bradford, Yorkshire BD9 4JP
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Bradford Grammar School, Bradford, Yorkshire. (35706) 184824

ESSEX (LONDON)
BRIDGEMAN SCHOOL
(H.M.C. 1200 pupils)
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Bridgeman School, Chigwell, Essex. (35706) 184824

QATAR
THE DOHA COLLEGE
Please see display advertisement under Overseas section. (46584) 184824

SURREY
ST. TERESA'S CONVENT SCHOOL
Brimley Hill, Dorking, Surrey
Girls Independent Day/Boarding 11-18 years
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, St. Teresa's Convent School, Brimley Hill, Dorking, Surrey. (35831) 184824

SURREY
ST. TERESA'S CONVENT SCHOOL
Brimley Hill, Dorking, Surrey
Girls Independent Day/Boarding 11-18 years
Required for September 1987, a suitably qualified teacher to teach Chemistry to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, St. Teresa's Convent School, Brimley Hill, Dorking, Surrey. (35831) 184824

Technology

Other Assistants

HAMPSHIRE
BEDEAUX SCHOOL
Basingstoke, Hampshire GU24 0LW
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Bedeaux School, Basingstoke, Hampshire. (35706) 184824

Other than by Subject Classification

Heads of Department

SUTTON
STOWFORD COLLEGE
Edge on London Green Belt (Boys/Girls)
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Sutton Stowford College, Sutton, Leicestershire. (35706) 184824

YORKSHIRE
BRADFORD GRAMMAR SCHOOL
Bradford, Yorkshire BD9 4JP
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Bradford Grammar School, Bradford, Yorkshire. (35706) 184824

BISHOP'S STORTFORD COLLEGE

Required for September 1987

HEAD OF TECHNOLOGY

An experienced, enthusiastic teacher is sought to introduce GCSE, AS and A level modular courses in Technology to a well-equipped, established and expanding CDT department.

Generous salary. Accommodation probably available.

Applications, including a full CV and naming two referees, should be made by 10th February to the Headmaster, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts CM23 2QZ (tel. 0279 57911) from whom further details are available.

LONDON SE9

ELTHAM COLLEGE

HMC Formerly DG 11-18

Day and Boarding Places for 820 Boys, Sixth Form Places for Girls

Immediate applications are invited for the following three challenging posts. In all three cases a willingness to make a strong contribution to the school and to the wider community will be most advantageous. Assistance is offered with removal expenses, and living accommodation may be available on site. Further details of the posts are available on request.

HEAD OF GAMES AND P.E.
(the present holder retires after 33 years' service)
required for April or September 1987 - the successful applicant will be expected to have special expertise in Rugby coaching.

HEAD OF ECONOMICS
(the present holder is retiring)
required for September 1987 - a graduate to be responsible for the operation of the department, its teaching and its academic standing.

HEAD OF CDT
(new post)
required for September 1987 - a well qualified and energetic full-time Head of Department to launch and build up an exciting new post which may suit either a very enthusiastic experienced teacher or an outstanding new graduate.

Apply with full curriculum vitae and names and addresses of two referees to the Headmaster, Eltham College, Grove Park Road, Eltham, London SE9 4JL by 10th February 1987. (35706) 184824

Other Assistants

Other Assistants

HUMBERSIDE
HYMERS COLLEGE
Bull
H.M.C. 840 pupils 11-18
Girls in the Sixth Form
180
Because of an expansion of teaching staff, the following posts are available to suit a graduate to O and A level according to qualifications and experience. The posts are available from September 1987.
TEACHER OF MATHEMATICS: The successful candidate would be expected to teach at O and A level. Ability to use Computer Studies would be an added advantage.
TEACHER OF GENERAL SCIENCE: The successful candidate would be expected to teach two sciences to O and A level. The post involves extensive and varied laboratory work in each science. (35706) 184824

Other than by Subject Classification

Heads of Department

SUTTON
STOWFORD COLLEGE
Edge on London Green Belt (Boys/Girls)
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Sutton Stowford College, Sutton, Leicestershire. (35706) 184824

YORKSHIRE
BRADFORD GRAMMAR SCHOOL
Bradford, Yorkshire BD9 4JP
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Bradford Grammar School, Bradford, Yorkshire. (35706) 184824

BISHOP'S STORTFORD COLLEGE

Required for September 1987

HEAD OF TECHNOLOGY

An experienced, enthusiastic teacher is sought to introduce GCSE, AS and A level modular courses in Technology to a well-equipped, established and expanding CDT department.

Generous salary. Accommodation probably available.

Applications, including a full CV and naming two referees, should be made by 10th February to the Headmaster, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts CM23 2QZ (tel. 0279 57911) from whom further details are available.

INDEPENDENT EDUCATION

Other Assistants

NORTHAMPTONSHIRE
FALCON MANOR SCHOOL
Towcester NN19 5BN
(Independent/A.P.S./H.M.C.)
11-18, boarding & day (n.o.r. 340).
Required for September 1987, a suitably qualified teacher to teach Technology to O and A level. The post involves teaching G.C.S.E. and A level and part time Lab. Applications should be sent to the Headmaster, Falcon Manor School, Towcester, Northamptonshire. (35706) 184824

Other than by Subject Classification

Heads of Department

SUTTON
STOWFORD COLLEGE
Edge on London Green Belt (Boys/Girls)
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YORKSHIRE
BRADFORD GRAMMAR SCHOOL
Bradford, Yorkshire BD9 4JP
(Independent/A.P.S./H.M.C.)
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BISHOP'S STORTFORD COLLEGE

Required for September 1987

HEAD OF TECHNOLOGY

An experienced, enthusiastic teacher is sought to introduce GCSE, AS and A level modular courses in Technology to a well-equipped, established and expanding CDT department.

Generous salary. Accommodation probably available.

Applications, including a full CV and naming two referees, should be made by 10th February to the Headmaster, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts CM23 2QZ (tel. 0279 57911) from whom further details are available.

LONDON SE9

ELTHAM COLLEGE

HMC Formerly DG 11-18

Day and Boarding Places for 820 Boys, Sixth Form Places for Girls

Immediate applications are invited for the following three challenging posts. In all three cases a willingness to make a strong contribution to the school and to the wider community will be most advantageous. Assistance is offered with removal expenses, and living accommodation may be available on site. Further details of the posts are available on request.

HEAD OF GAMES AND P.E.
(the present holder retires after 33 years' service)
required for April or September 1987 - the successful applicant will be expected to have special expertise in Rugby coaching.

HEAD OF ECONOMICS
(the present holder is retiring)
required for September 1987 - a graduate to be responsible for the operation of the department, its teaching and its academic standing.

HEAD OF CDT
(new post)
required for September 1987 - a well qualified and energetic full-time Head of Department to launch and build up an exciting new post which may suit either a very enthusiastic experienced teacher or an outstanding new graduate.

Apply with full curriculum vitae and names and addresses of two referees to the Headmaster, Eltham College, Grove Park Road, Eltham, London SE9 4JL by 10th February 1987. (35706) 184824

INDEPENDENT EDUCATION

Other Assistants

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INDEPENDENT EDUCATION

INDEPENDENT EDUCATION continued

Other Assistants

KENT

ST. LAWRENCE COLLEGE JUNIOR SCHOOL
(I.A.P.S. Co-educational Boarding and Day)

Required for September 1987, an enthusiastic teacher of FRENCH, for children from the age of 8 up to and including the Common Entrance age (13+). The post would be full-time, with a salary of £25,000 p.a. and a house. The successful candidate will be expected to have a minimum of 5 years' experience in the post, to be energetic and committed. Also a commitment to Christianity, the school sports, Hockey, Rugby, Soccer and Cricket, and a willingness to assist in extra-curricular activities would be a strong recommendation.

Salary - St. Lawrence College Scale.

Apply with C.V., names and addresses of two referees to: The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. (Tel: 0843 17581). 203604

Music

Other Assistants

GLOUCESTERSHIRE

TEACHER OF CLARINET AND PIANO
Required three days a week from September 1987 for boys up to 13 years old. An enthusiastic teacher with Curriculum Vitae and names of two referees to the Director of Music, Cheltenham College Junior School, Thurstington, Cheltenham, Glos. GL53 7AB. (03914) 203824

Pastoral

Other Assistants

WILTSHIRE

STONOR SCHOOL
Cotter Park, Alworth, Moulton, Wiltshire. Independent girls' school, 550 pupils. Required for April 1987, RE-EDUCATION, HOUSEMISTRESS or JUNIOR SCHOOL. 200258. Age range 10-11. Involvement in Nursery School and other curricular activities welcome. Some teaching could be available.

Payment on Stonor Scale according to qualifications and experience. Free board and lodging in term time, accommodation available in holidays. Applications to the Headmistress with full curriculum vitae together with the names, addresses and telephone numbers of two referees. (04505) 204034

Physical Education

Other Assistants

BERKSHIRE

ST. ANDREW'S SCHOOL
Please see main advertisement. (03501) 204224

BERKSHIRE

ST. ANDREW'S SCHOOL
Please see main advertisement. (03501) 204224

Science

Heads of Department

BUCKINGHAMSHIRE

HEAD OF BIOLOGY

Applications invited for a post which, owing to sudden illness, has become vacant with immediate effect. The position is either temporary, for the Lent and Summer Terms, or permanent beginning in the Autumn Term of 1987. Single or married accommodation available. Excellent salary and prospects for a candidate with dedication and experience in a flourishing preparatory school for boys of 9-10 and two thirds are boarders. Apply with CV and names of two referees to: The Headmaster, Calcot, Farnham Royal, Bucks. SL23 5SQ. (04741) 204818

Other Assistants

BRISTOL

CLIFTON COLLEGE OF PREPARATORY SCHOOL

Required in September 1987, a young, enthusiastic teacher of Science and Chemistry. Some Maths teaching also available. Five specialist teachers in department. Job involves laboratory work, own materials in this school of 500 pupils aged 7-13 becoming educational in September. Salary well above Burnham.

Significant residence possible. Applications to the Headmaster, Clifton College Preparatory School, 15 The Avenue, Bristol BS8 3HE from Mr. P. J. B. B. (02543) 204824

STAFFORDSHIRE

SMALLWOOD MANOR PREPARATORY SCHOOL

Required for September 1987, an enthusiastic teacher of Chemistry, Physics and Computing. Full commitment and involvement in and out of school activities are required. Salary negotiable. Accommodation available. Salary negotiable. Apply with full curriculum vitae and names of two referees to: The Headmaster, Smallwood Manor, Uttoxeter, Staffs. ST14 8NS. (0585) 204824

WILTSHIRE

PREPARATORY SCHOOL

Required for September 1987, an enthusiastic teacher to teach top 5 years through to year 7. We are looking for an enthusiastic candidate with previous school experience to take responsibility of this attractive department. The successful candidate would be expected to take a residential post, requiring a positive interest in the pastoral and educational guidance of boys in the top age group. Ideally sport will figure in the candidate's interests. Preferably able to coach at least one of: rugby, hockey, cricket. Prior Park is a Catholic boarding and day preparatory school for boys and girls. The school is a very pleasant place. There are 167 children in the school, aged 8 to 13. Applications to the Headmistress with full curriculum vitae together with the names, addresses and telephone numbers of two referees. (04505) 204034

Other than by Subject Classification

Heads of Department

BUCKINGHAMSHIRE

SWANBOURNE HOUSE

Swanbourne, Bucks. MK17 7EL. 029 678 264. I.A.P.S. Co-ed boarding and day. Required for September 1987, a Director of Music. Swanbourne House has its own chapel and choir and enjoys close links with the local church. It is within easy reach of Oxford and Milton Keynes, and employs a flourishing team of peripatetic teachers. It is anticipated that the successful candidate will be a proven pianist and a well qualified musician who enjoys working with children and capable of instilling a sense of enthusiasm and dedication. Swanbourne House is set in 25 acres of grounds in the village of Swanbourne, midway between Aylesbury and High Wycombe. Written applications should be sent to the Headmaster, Swanbourne House, with full CV, recent photograph, together with names and telephone numbers of two referees. (03916) 205618

Other Assistants

AVON COUNTY

MONKTON COMBE JUNIOR SCHOOL

Combe Down, Bath BA2 7ET. Tel: 0255 837912. I.A.P.S. Co-educational day and boarding. 180 Boys, 7-13. Required for September 1987, an enthusiastic young primary-trained teacher to teach top 5 years through to year 7. Ability to help with the school's musical activities and to live in the school is important. From accommodation, good salary. Apply with full CV, names and addresses of two referees to: The Headmaster, Monkton Combe Junior School, Bath BA2 7ET. (0255) 205624

Other Assistants

GLoucestershire

FORM TEACHER

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BOURNEMOUTH

TALBOT HEATH

Independent formerly Direct Grant) Church of England School for 600 girls aged 8-18 years of whom 100 are in the Junior School and 100 in the Sixth Form.

ASSISTANT IN THE JUNIOR SCHOOL

In September, 1987, a young, enthusiastic teacher to take a main subject English, Religious Studies, Mathematics or Science. Please apply immediately with curriculum vitae and names of two referees to the Headmaster, Talbot Heath, Bournemouth, Dorset. Tel: 0202 761881. (04281) 205624

BRISTOL

COLTON'S PREPARATORY SCHOOL

Required for September 1987, a young, enthusiastic teacher to take a main subject English, Religious Studies, Mathematics or Science. Please apply immediately with curriculum vitae and names of two referees to the Headmaster, Colton's Preparatory School, Colton, Bristol BS15 1BA. (03086) 205624

ESSEX (LONDON)

CHISWICK SCHOOL

Required in September, an experienced teacher to take a new form of eight and nine year olds. Salary, Burnham Scale 2, plus London Allowance. Applications to and further details to the Headmaster, Chiswick School, Chiswick, Middx. TW9 2GF. Tel: 0181 567012. (03032) 205624

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Colleges and Departments of Art

NORTH YORKSHIRE COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS AND TECHNOLOGY

LECTURER IN HAIRDRESSING STUDIES

£6,843 to £11,865 (progressive to £13,656)

An exciting opportunity to be involved in a new area of work in the College.

To commence 1.5.87 you will be expected to co-ordinate and develop hairdressing and related courses.

First-class trade experience is essential together with substantial teaching experience.

Application forms and further details from: The Principal, Harrogate College of Arts and Technology, Harrogate Park Road, Harrogate HG2 8QJ. Closing date: 24.2.87. (38406)

University Appointments

NOTTINGHAM UNIVERSITY
SCHOOL OF EDUCATION

TEMPORARY LECTURER IN PRIMARY EDUCATION (IN-SERVICE)

Applications from experienced primary school teachers are invited for a one-year temporary position in the School of Education from 1st April 1987. The successful candidate will be expected to undertake a range of in-service work in the area of primary mathematics and/or science education. The appointment would be suitable for a seconded head or senior teacher or other with experience in the professional development of teachers.

Salary within the range £8,020 - £13,760 (under review).

Further details are available from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Closing date: 12th February 1987. Ref. No. 1084. (35953) 380006

NORWICH SCHOOL OF ART

LECTURER IN PHOTOGRAPHY
(BA Graphic Design Course)

LII - £8,595 - £13,656 per annum

S.A.B. (9" x 6") for application form/details to:

Chief Administrative Officer,
Norwich School of Art,
St. George Street,
NORWICH,
NR3 1BB.

Closing Date: Friday, 6th February 1987.

THE OPEN UNIVERSITY

SCHOOL OF EDUCATION
PROFESSOR OF EDUCATION
(TEACHING STUDIES)
DIRECTOR OF CENTRE FOR CURRICULUM AND TEACHING STUDIES

Applications are invited for an established Chair of Education in the School of Education in the field of Curriculum and Teaching Studies. Candidates should have a central focus on teaching and learning in schools and will be expected to have a research interest in at least one specific aspect of the primary and/or secondary curriculum. Candidates will be required to have a detailed understanding of curriculum issues in a multi-cultural society and of the current situation in primary and secondary classrooms.

The postholder will serve for a minimum of four years as the Director of the Centre for Curriculum and Teaching Studies.

The Centre currently works mainly in the following areas: Curriculum Studies, Education for Family Life, Mathematics Education, Special Needs in Education, Technology in Schools. Salary will be within the normal UGC-approved Professorial range plus USS benefits.

Further particulars may be obtained from the Secretary, The Open University, 610/23, Walton Hall, Milton Keynes, MK7 8AA, or telephone Milton Keynes (0908) 653710; there is a 24 hour answering service on 653658.

Closing date for applications: 20th February 1987.

Colleges of Higher Education

Other Appointments

WEST SUSSEX
WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

(Incorporating Bishop Otter College, Chichester, and Bosmer College)

LECTURER IN SENIOR PSYCHOLOGY OF SPORT AND PHYSICAL EDUCATION

(Bursary £5,500, under review, £8,585 - £15,873 according to experience)

Required: preferably from 1st May 1987, an honours graduate with recent, successful school experience to assist in teaching on B.A. Sports Studies and S.S.D. secondary specialist Physical Education courses. Recent research experience and knowledge of current curriculum development in physical education desirable.

Further details and application forms from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Bosmer Road, Chichester, West Sussex PO19 1QJ. Tel: (0243) 865581; to whom completed forms should be returned by 2nd February 1987. (37562) 340026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

THE OPEN UNIVERSITY

SCHOOL OF EDUCATION
PROFESSOR OF EDUCATION
(HUMAN DEVELOPMENT AND LEARNING)

DIRECTOR OF CENTRE FOR HUMAN DEVELOPMENT AND LEARNING

Applications are invited for an established Chair of Education in the School of Education in the field of Human Development and Learning. The successful candidate will be someone who has made a substantial teaching and research contribution in developmental psychology, preferably with interests in the social psychology of development, or social cognition, in the school years. In addition to general expertise in this area, particular interests in such topics as language development, or mathematical or scientific reasoning, or other specialised topics, would be welcomed.

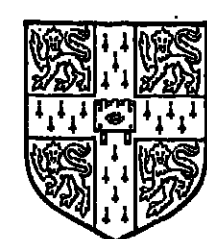
The postholder will serve for a minimum of four years as the Director of the Centre for Human Development and Learning. The centre is responsible for teaching and research in the psychology of learning and of personal and social development, relevant to education. He or she will be expected to contribute to the Centre's teaching commitment within the Open University's distance teaching programme, as well as playing part in the development of future teaching activities, which include undergraduate, masters and other aspects of advanced professional development. He/she will also be expected to promote research in the Centre.

Salary will be within the normal UGC-approved Professorial range plus USS benefits.

Further particulars may be obtained from the Secretary, The Open University (100/23), Walton Hall, Milton Keynes, MK7 8AA, or telephone Milton Keynes (0908) 653710; there is a 24 hour answering service on 653658.

Closing date for applications: 20th February 1987.

(0232)



UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE
Survey of Research Into Assessment and Testing

The Syndicate is planning to review research in the field of assessment and testing. It is seeking to make a one year contract appointment to enable this review to be carried out, with a view of recommending priorities for future research. A broad knowledge of and experience in research in assessment is essential.

The post could be of interest to someone wishing to take secondment. Some accommodation in Cambridge might be arranged. Salary by negotiation.

Applications for the above post, together with the names and addresses of not more than three referees, should be sent to: The Secretary, University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU, so as to reach him not later than Wednesday 4th February 1987. Further particulars are available on request to the Secretary. (02328)

The Polytechnic of North London

PRIMARY SCHOOL TEACHER FELLOW
(Ref L77/22)

To work in the Primary Schools and Industry Centre of the Department of Teaching Studies, The Polytechnic of North London. The Teacher Fellow will be seconded from their school for one year from September 1987.

Applicants should have experience of teaching in primary schools; and an interest and enthusiasm about using aspects of the world of work in the primary curriculum.

The Fellow will work with a small number of primary schools and with the staff of the Primary Schools and Industry Centre developing links between primary schools and local industries, and disseminating such work through INSET and initial teacher training activities.

Application forms and further details are available from the Personnel Office, The Polytechnic of North London, Holloway Road, London N7 8DB. Telephone: 608-9913. (24 hour answering service).

Closing date for the receipt of applications 6th February 1987. THE POLYTECHNIC OF NORTH LONDON IS AN EQUAL OPPORTUNITIES EMPLOYER AND THEREFORE WELCOMES APPLICATIONS FROM WOMEN, ETHNIC MINORITIES AND THE DISABLED. (02440)

UNIVERSITY OF LONDON

Applications are invited for the following Fellowship and Studentships in Medical and Scientific Research:

1. Hazel Clifford Postgraduate Studentship for postgraduate research in medicine or on a scientific topic concerned with the advancement of medical knowledge. Tenable for one year in the Institute at a School of the University. Open to graduates of the University of London who are either registered medical practitioners or possess the appropriate qualifications.

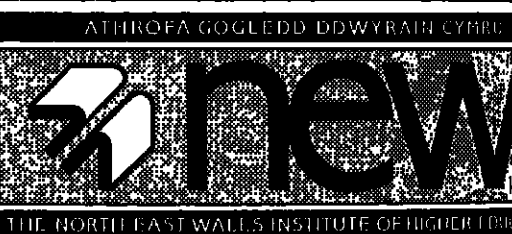
2. Laura de Saliceto Studentship for cancer research. Tenable for two academic sessions at a School of the University of London. No particular qualifications specified.

3. Keddy Fletcher-Warr Studentship for research in the Faculty of Science. Tenable for two academic sessions at a School of the University of London. Open to graduates of a British University possessing appropriate qualifications.

4. J.F.H. Knight Fellowship for Medical Research. Tenable for two sessions, at the London School of Hygiene and Tropical Medicine. Open to graduates of any University who are either registered medical practitioners or possess other appropriate qualifications.

5. Elsie Ida Lea Studentship for research in medicine or biology. Tenable for two academic sessions at a School of the University of London. Open to graduates of the University of London with either First or Upper Second Class Honours.

Application forms and further particulars may be obtained from the Secretary to the Scholarships Committee, University of London, Room 21A, Senate House, Malet Street, London WC1E 7HU to whom completed forms must be returned by not later than 1st March 1987. (043)



CLWYD DEAN OF TERTIARY STUDIES
HEAD OF DEPARTMENT VI (PLUS ALLOWANCE)
READVERTISEMENT

The North East Wales Institute is one of the largest further and higher education colleges in the United Kingdom, with a total student population in excess of 12,500, located on four major sites in Deeside and Wrexham. The Dean of Tertiary Studies is a new post with responsibility throughout the Institute for the development and co-ordination of a wide range of programmes. The appointee will play a central role in the planned tertiary re-organisation within Clwyd.

Applicants should have a broad experience of educational at a senior level; knowledge of recent developments in vocational education will be expected and the successful applicant would need to demonstrate flair and initiative in developing this area. Experience in industry would be an advantage.

Further details and application form available from the Chief Administrative Officer, The North East Wales Institute, Gornah's Quay, Deeside, Clwyd. Tel: Deeside 817631 Extn. 271. Closing date for receipt of applications: 6th February 1987. (03227)

Chester College

Appointment of Principal

The Governors of this Church of England College of Higher Education (Group 7) invite applications for the Post of Principal with effect from 1st September 1987.

The person appointed must be a Communicant member of the Church of England or of a Church in Communion with the Church of England.

Further details may be obtained from: The Clerk to the Governors, Chester College, Cheyney Road, Chester CH1 4BJ, Telephone (0244) 375444, Ext. 224, to whom letters of application, with full Curriculum Vitae, should be returned no later than 16th February 1987. (0400)



LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

The Avenue, Southampton SO9 5HB
Tel: (0703) 228761

HEAD OF THE MODERN LANGUAGES DEPARTMENT

Applications are invited from well qualified French graduates for the post of Head of the Modern Languages Department. The Head of Department is responsible for organising and teaching courses in Modern Languages in BA, BEd, PGCE and In-Service programmes.

The successful candidate will be appointed as Principal Lecturer Level (currently £14,784 to £18,588 p.a.) and will take up post on 1st September 1987.

Further details from the Principal.

Closing date for applications 9th February 1987. (02175)



INSTITUTE OF HIGHER EDUCATION

SCHOOL OF EDUCATION
TEMPORARY LECTURER II IN EDUCATION (EARLY YEARS)

Salary: £8,595 to £13,656 plus London Weighting

Applications are invited from teachers and lecturers with substantial recent experience of teaching children aged four to seven for the post of Lecturer in Education. This is a fixed-term contract for a period of two years commencing 1 May 1987.

Candidates should have good classroom experience in an infant school and a sound theoretical background relating to the early years of childhood. Experience in a nursery school or as a teacher of young children from ethnic minority groups would be additional qualifications for the post. The person appointed will be expected to play a key role as a tutor on the Postgraduate Certificate of Education and BEd courses and to contribute to in-service courses.

Application forms and further details are available from the Personnel Office, Essex Institute of Higher Education, Victoria Road South, Chelmsford, Essex CM1 1LL. Telephone Chelmsford (0245) 354481 extension 247.

Closing date: 8 February 1987.



LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

The Avenue, Southampton, SO9 5HB
Tel: (0703) 228761

LECTURER II in ART

required for September 1987. Applications are invited from qualified teachers who have a degree in Fine Art with painting as their specialism to teach Art in the BEd, PGCE and in-service courses. Experience in primary school teaching would be an advantage. LII salary currently £8,595 - £13,656.

Applications to the Principal from whom further details can be obtained.

Closing date 9 February 1987. (0400)

Adult Education

DEVON COUNTY COUNCIL
Please see display advertisement on Page 63. (39348) 380000

HOUNSLOW SPRING GROVE COMMUNITY EDUCATION CENTRE
Chiswick Road, Isleworth, Middlesex TW7 4HG

Required for April 1987 or earlier if possible.

Senior Organiser in charge of the Centre's Ethnic Minority Section, responsible mainly for E.S.L. and related tuition. The successful candidate will be one of a management team each responsible for a Section of the Centre's varied and thorough-going service. The four Senior Organisers also share management of more local mainstream continuous education.

The post calls for experience and commitment in managing and developing a wide range of educational work in this heavily multi-cultural borough, and the candidate to join a team to share the development of this large and diverse centre.

Salary Scale Barnham F.E.L. 11/Senior Lecturer, plus Outer London Weighting. P.E. Conditions of Service.

ASSOCIATE LECTURER E.S.L. Required for April 1987 to work 30 hours per week for English as a Second Language to Adults.

The Associate Lecturer will be based at Hounslow Community School and will form part of the service of the Borough's second language unit as well as English for Special Purposes and E.S.L. Linked Skills.

Candidates will be expected to have appropriate qualifications and experience. A knowledge of Asian Languages would be an advantage.

Salary Scale Barnham F.E.L. 10/Senior Lecturer, plus Outer London Weighting. P.E. Conditions of Service.

Applications should be sent to the Head of Centre, Hounslow, Isleworth, Middlesex TW7 4HG. Tel: (081) 895551. ARE AN EQUAL OPPORTUNITY EMPLOYER. (39353) 380000

HAMPSHIRE WINCHESTER AND DISTRICT ADULT EDUCATION INSTITUTE
EDUCATION COORDINATOR

Required for April 1st, 1987. The Institute wishes to appoint a co-ordinator to oversee the development of Adult Education Services across the Institutes designated area. The post holder will be part of the Institute senior management team.

Further details and application forms from The Institute, Winchester Valley Lodge, Barnwood Road, Winchester, Hampshire. We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. (39359) 380000

Assessment Centres

CAMBRIDGESHIRE
SALTERS OBSERVATION CENTRE

Walmore Road, Olton, Leicestershire LE19 7LJ

TEACHER (5 posts) (Scale 1 or 2) depending on experience.

Required as soon as possible until August, 1987 for this special provision. Details and application form may be obtained by telephoning Mr. C. Stevens, Cambridgeshire Salterns, Olton, Leicestershire LE19 7LJ. Complete forms should be returned to him by the 6th February.

An Equal Opportunity Employer. (37873) 420000

Youth and Community Service

DEVON COUNTY COUNCIL
Please see display advertisement on Page 63. (39353) 440000

NORTH LAMBETH DAY CENTRE LTD.

(Working with London's single homeless)

NLDC Ltd. runs four projects which provide advice, support and training in a variety of life and social skills so as to enable single homeless men and women improve their chances in life.

There is now a vacancy, based at our Day Centre in Waterloo, for an EXPERIENCED WORKER in the

BASIC EDUCATION DEVELOPMENT SCHEME

(Salary £10,908 p.a. incl)

BEDS has two staff, who work as integrated members of the staff team of 10 at the North Lambeth Day Centre (NLDC), and provide a focus for work on literacy/numeracy, basic education and communication skills.

The work: Is based at NLDC where there is group, individual and general support duties and, for part of the week, at our Life Skills Houses scheme where the worker will provide a specialist educational input.

The person: should have sound experience of working with adults in the work areas outlined above. Knowledge/experience of the voluntary sector and the needs of single homeless people would be a distinct advantage. Candidates should be interested in developing materials and contributing to developing the service in imaginative ways.

Service conditions: 35 hour week - 28 days holiday - top up pension contribution.

More details and application form from Director, NLDC Ltd, St. John's Crypt, 73 Waterloo Road, London SE1 8UD. Tel: (01) 261 9080.

Closing date: 5.2.87. Interviews: 20.2.87. Shortlisted applicants will be invited to visit the project between those two dates.

Applications are welcomed from people of any gender, ethnic origin, sexual orientation or disability (but regret that the building is not suitable for wheelchair access). (13018)

Senior Assistant Teacher

Carlisle

£7,302 to £10,986

Orton Park is a Community Home with Education providing 24 places for boys who exhibit behavioural, emotional and educational problems.

Responsible to the Officer in Charge for the co-ordination of the educational facilities available, required to work with small groups of boys to teach art and remedial subjects. Minimum of 5 years experience in secondary education required and an ability to control children who present anti-social behaviour is essential.

Further details and application forms from Deputy Director of Social Services, 3 Victoria Place, Carlisle CA1 1EH.

Closing date for applications 6th February 1987. Post open to both men and women.

Cumbria

Neighbourhood Youth and Community Worker

£9,054-£10,122
ROYAL COUNTY OF BERKSHIRE AND WOODLEY TOWN COUNCIL

Required for the Woodley area and based at Burnershe Centre, to continue development of Neighbourhood Work. He/she will be expected to encourage and establish the development of the range of informal and community based educational and recreational activities, aimed principally at young people, but also seeking to involve co-operation and participation of the local community. Applicants should have initiative, drive, organising ability, be able to work along with regular and energetic support, and be qualified Youth and Community workers or teachers with youth work experience.

For informal discussion, telephone Peter Jones, District Youth and Community Officer on Wokingham 785213. Job Specification and application form from Director of Education (YCS), Shire Hall, Shinfield Park, Reading RG2 9XE. (BAE please). Closing date: 9th February.

An Equal Opportunity Employer

Royal County of Berkshire

Oldham
Metropolitan Borough

Date: _____